

## Music Progression of Skills & Outcomes from Charanga



*“To provide pupils with an engaging and inspiring music education which develops their love of music and their talent as musicians.”*

### National Curriculum guidance:

**Key stage 1:** Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes; play tuned and untuned instruments musically; listen with concentration and understanding to a range of high-quality live and recorded music; experiment with, create, select and combine sounds using the inter-related dimensions of music.

**Key stage 2:** Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression; improvise and compose music for a range of purposes using the inter-related dimensions of music; listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations; appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians; develop an understanding of the history of music.

Music Knowledge and Skills	KS1		KS2	
Listen & Appraise	<b>EYFS - Listen &amp; Appraise</b> <ul style="list-style-type: none"> <li>Listen carefully to rhymes and songs, paying attention to how they sound. (C&amp;L)</li> <li>Learn rhymes, poems and songs. (C&amp;L)</li> </ul> Listen attentively, move to and talk about music, expressing their feelings and responses. (Expressive Arts)	<b>Year 1 - Listen &amp; Appraise</b> <ul style="list-style-type: none"> <li>Listen with concentration and understanding to a range of high-quality live and recorded music.</li> </ul>	<b>Year 3 - Listen &amp; Appraise</b> Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers.	<b>Year 5 - Listen &amp; Appraise</b> <ul style="list-style-type: none"> <li>Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers.</li> <li>Develop an understanding of the history of music.</li> </ul>



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<b>Musical Activities</b>	<b>EYFS - Musical Activities</b>  Combine different movements with ease and fluency. (PD)  Play instruments with increasing control to express their feelings and ideas. (Expressive Arts).	<b>Year 2 - Listen &amp; Appraise</b> <ul style="list-style-type: none"> <li>• Listen with concentration and understanding to a range of high-quality live and recorded music.</li> </ul>	<b>Year 4 - Listen &amp; Appraise</b> <ul style="list-style-type: none"> <li>• Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers.</li> <li>• Develop an understanding of the history of music</li> </ul>	<b>Year 6 - Listen &amp; Appraise</b> <ul style="list-style-type: none"> <li>• Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers.</li> <li>• Develop an understanding of the history of music</li> </ul>
		<b>Year 1 - Musical Activities</b> <ul style="list-style-type: none"> <li>• Use their voices expressively by singing songs and speaking chants and rhymes.</li> <li>• Play tuned and un-tuned instruments musically.</li> <li>• Listen with concentration and understanding to a range of high-quality live and recorded music.</li> <li>• Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>	<b>Year 3 - Musical Activities</b> <ul style="list-style-type: none"> <li>• Use their voices expressively by singing songs and speaking chants and rhymes.</li> <li>• Play tuned and un-tuned instruments musically.</li> <li>• Listen with concentration and understanding to a range of high-quality live and recorded music.</li> <li>• Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>	<b>Year 5 - Musical Activities</b> <ul style="list-style-type: none"> <li>• Improvise and compose music for a range of purposes using the interrelated dimensions of music.</li> <li>• Listen with attention to detail and recall sounds with increasing aural memory.</li> <li>• Use and understand staff and other musical notations.</li> <li>• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> </ul>

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		<p><b>Year 2 - Musical Activities</b></p> <ul style="list-style-type: none"><li>• Use their voices expressively by singing songs and speaking chants and rhymes.</li><li>• Play tuned and un-tuned instruments musically.</li><li>• Listen with concentration and understanding to a range of high-quality live and recorded music.</li><li>• Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li></ul>	<p><b>Year 4 - Musical Activities</b></p> <ul style="list-style-type: none"><li>• Use their voices expressively by singing songs and speaking chants and rhymes.</li><li>• Play tuned and un-tuned instruments musically.</li><li>• Listen with concentration and understanding to a range of high-quality live and recorded music.</li><li>• Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li></ul>	<p><b>Year 6 - Musical Activities</b></p> <ul style="list-style-type: none"><li>• Improvise and compose music for a range of purposes using the interrelated dimensions of music.</li><li>• Listen with attention to detail and recall sounds with increasing aural memory.</li><li>• Use and understand staff and other musical notations.</li><li>• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li></ul>
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<p><b>Perform &amp; Share</b></p>	<p><b>EYFS - Perform &amp; Share</b></p> <ul style="list-style-type: none"> <li>Sing in a group or on their own, increasingly matching the pitch and following the melody. (Expressive Arts)</li> </ul> <p>Explore and engage in music making and dance, performing solo or in groups. (Expressive Arts)</p> <p>Create their own songs or improvise around one they know. (Expressive Arts).</p>	<p><b>Year 1 - Perform &amp; Share</b></p> <ul style="list-style-type: none"> <li>Use their voices expressively by singing songs and speaking chants and rhymes.</li> <li>Play tuned and un-tuned instruments musically.</li> </ul> <p><b>Year 2 - Perform &amp; Share</b></p> <ul style="list-style-type: none"> <li>Use their voices expressively by singing songs and speaking chants and rhymes.</li> <li>Play tuned and un-tuned instruments musically</li> </ul>	<p><b>Year 3 - Perform &amp; Share</b></p> <ul style="list-style-type: none"> <li>Use their voices expressively by singing songs and speaking chants and rhymes.</li> <li>Play tuned and un-tuned instruments musically.</li> </ul> <p><b>Year 4 - Perform &amp; Share</b></p> <ul style="list-style-type: none"> <li>Use their voices expressively by singing songs and speaking chants and rhymes.</li> <li>Play tuned and un-tuned instruments musically.</li> </ul>	<p><b>Year 5 - Perform and Share</b></p> <ul style="list-style-type: none"> <li>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li> </ul> <p><b>Year 6 - Perform &amp; Share</b></p> <ul style="list-style-type: none"> <li>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li> </ul>
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## Music Curriculum Map

	Early Years	Year 1/2	Year 3/4	Year 5/6
Autumn	<b>Autumn 1</b> <ul style="list-style-type: none"> <li>To listen with increased attention to sounds.</li> <li>To remember and sing entire songs.</li> <li>To sing the melodic shape of familiar songs</li> <li>To create their own songs or improvise their own song around one they know.</li> <li>To sing a range of well known nursery rhymes and songs</li> <li><b>Performance:</b> Good Morning Song, Days of the Week song, Goodbye Song/ Phonics songs Exploring instruments Harvest Songs and Dances Nursery rhymes and songs Role play -linking to our stories Charanga Music Scheme – Me!</li> </ul>	<b>Year A</b> <b>Rainforests</b> <ul style="list-style-type: none"> <li>To listen with concentration and understanding to a range of high-quality live and recorded music. (2 lessons)</li> <li>To use their voices expressively by singing songs and speaking chants and rhymes.</li> <li>To play tuned and un-tuned instruments musically. (2 lessons)</li> </ul> <b>Year B</b> <b>Brilliant Britain</b> <a href="#">Charanga: How Can We Make Friends When We Sing Together?</a> <ul style="list-style-type: none"> <li>To use my voice expressively by singing songs</li> </ul>	<b>Year A</b> <b>Polar Regions</b> <ul style="list-style-type: none"> <li>Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers. x3 lessons</li> <li>Play tuned and untuned instruments musically. x3 lessons</li> <li>Listen with concentration and understanding to a range of high-quality live and recorded music. x3 lessons</li> <li>To experiment with, create, select and combine sounds using the inter-related dimensions of music (x3)</li> <li>To use their voices expressively by singing songs and speaking chants and rhymes.</li> </ul> <b>Year B</b> <b>Around the World in 80 Days</b> <a href="#">Mamma Mia unit</a>	<b>Year A</b> <b>The Wild Wild West</b> <ul style="list-style-type: none"> <li>To develop an understanding of the history of music.</li> <li>To listen and appraise recorded and live music.</li> <li>To play and perform in an ensemble context</li> </ul> <b>Year B</b> <b>Make Do and Mend</b> <ul style="list-style-type: none"> <li>To develop an understanding of the history of music.</li> <li>To listen and appraise recorded and live music.</li> <li>To play and perform in an ensemble context.</li> </ul> <p><i>(These LOs will repeat for all lessons)</i></p>
	<b>Autumn 2</b> <ul style="list-style-type: none"> <li>To sing the pitch of a tone</li> </ul>			



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	<p>sung by another person (pitch match)</p> <ul style="list-style-type: none"> <li>To sing a range of well known nursery rhymes and song</li> <li>To perform songs, rhymes, poems and stories with others and, when appropriate, try to move in time with music.</li> <li><b>Performance:</b> Good Morning Song, Days of the Week song, Goodbye Song/ Phonics songs Exploring instruments Christmas Songs and Dances Nursery rhymes and songs Role play -linking to our stories <b>Charanga Music Scheme – My Stories</b></li> </ul>		<ul style="list-style-type: none"> <li>To appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers.(x2)</li> <li>To play tuned and untuned instruments musically.</li> <li>Listen with concentration and understanding to a range of high-quality live and recorded music. (x2)</li> <li>To use their voices expressively by singing songs and speaking chants and rhymes. (x2)</li> </ul> <p><u>Glockenspiel unit</u></p> <ul style="list-style-type: none"> <li>To appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers.(x2)</li> <li>To play tuned and untuned instruments musically.</li> <li>Listen with concentration and understanding to a range of high-quality live and recorded music. (x2)</li> <li>To use their voices expressively by singing songs and speaking chants and rhymes. (x2)</li> </ul>	
<b>Spring</b>	<p><b>Spring 1</b></p> <ul style="list-style-type: none"> <li>To listen attentively, move to and talk about music expressing their feelings</li> </ul>	<p><u><b>Year A</b></u></p> <p>Fairy Tales</p>	<p><u><b>Year A</b></u></p> <p>Invaders and Settlers</p>	<p><u><b>Year A</b></u></p> <p>The Silk Roads</p>



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	<ul style="list-style-type: none"> <li>and responses.</li> <li>To watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>To invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>I know how to move in time to music</li> <li>Charanga Music Scheme: Our World</li> </ul>	<ul style="list-style-type: none"> <li>To listen with concentration and understanding to a range of high-quality live and recorded music. (x3)</li> <li>To use their voices expressively by singing songs and speaking chants and rhymes. (x3)</li> </ul> <p><u>Year B</u></p> <p>Who let the toys out</p> <p>Charanga Unit 2 – I want to play in a band</p> <ul style="list-style-type: none"> <li>To listen with concentration and understanding to a range of high-quality live and recorded music.</li> <li>To listen with concentration and understanding to a range of high-quality live and recorded music.</li> <li>To listen with concentration and understanding to a range of high-quality live and recorded music.</li> <li>To use their voices expressively by singing songs and speaking chants and rhymes.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>To experiment with, create, select and combine sounds using the inter-related dimensions of music (x2)</li> <li>To use their voices expressively by singing songs and speaking chants and rhymes. (x4)</li> </ul> <p><u>Year B</u></p> <p>Inventors and Inventions</p> <p><u>Stop</u></p> <ul style="list-style-type: none"> <li>To appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers. (x2)</li> <li>To play tuned and untuned instruments musically. (x2) Listen with concentration and understanding to a range of high-quality live and recorded music. (x2)</li> <li>To use their voices expressively by singing songs and speaking chants and rhymes. (x2)</li> </ul> <p><u>Lean on me unit</u></p> <ul style="list-style-type: none"> <li>To appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers. (x2)</li> </ul>	<ul style="list-style-type: none"> <li>To develop an understanding of the history of music.</li> <li>To listen and appraise recorded and live music.</li> <li>To play and perform in an ensemble context.</li> </ul> <p><u>Year B</u></p> <p>Space</p> <ul style="list-style-type: none"> <li>To develop an understanding of the history of music. (x3)</li> <li>To listen and appraise recorded and live music. (x3)</li> <li>To play and perform in an ensemble context. (x3)</li> </ul>
	<p><u>Spring 2</u></p> <ul style="list-style-type: none"> <li>Perform songs, rhymes, poems, and stories with others, and – when appropriate – try to move in time with music</li> <li>To sing in a group, or on their own, increasingly matching the pitch and following the melody.</li> <li>I know how to move in time to music</li> <li>Charanga Music Scheme: Everyone!</li> </ul>			



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			<ul style="list-style-type: none"> <li>To play tuned and untuned instruments musically. (x2) Listen with concentration and understanding to a range of high-quality live and recorded music. (x2)</li> <li>To use their voices expressively by singing songs and speaking chants and rhymes. (x2)</li> </ul>	
Summer	<p><u>Summer 1</u></p> <p>To the Rescue</p> <ul style="list-style-type: none"> <li>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music</li> <li>To use drawing to represent ideas like movement or loud noises.</li> <li>To respond to what they've heard expressing their thoughts and feelings.</li> <li>To sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>To perform songs, rhymes, poems and stories with others and, when appropriate, try to move in time with music</li> <li>I know how to move in time to music</li> </ul>	<p><u>Year A</u></p> <p>Tide Travellers</p> <ul style="list-style-type: none"> <li>To use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>Listen with concentration and understanding to a range of high-quality live and recorded</li> </ul> <p><u>Year B</u></p> <p>Animal Adventures</p> <ul style="list-style-type: none"> <li>To listen with concentration and understanding to a range of high-quality live and recorded music.</li> <li>To use their voices expressively by singing songs and speaking chants and rhymes.</li> </ul>	<p><u>Year A</u></p> <p>Under the Sea</p> <ul style="list-style-type: none"> <li>To appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers. x3</li> <li>To play tuned and untuned instruments musically.</li> <li>Listen with concentration and understanding to a range of high-quality live and recorded music. x3</li> <li>To experiment with, create, select and combine sounds using the inter-related dimensions of music x3</li> <li>To use their voices expressively by singing songs and speaking chants and rhymes. x4</li> </ul> <p><u>Year B</u></p> <p><a href="#">Blackbird unit</a></p>	<p><u>Year A</u></p> <p>It's All Greek To Me!</p> <ul style="list-style-type: none"> <li>To develop an understanding of the history of music.</li> <li>To listen and appraise recorded and live music.</li> <li>To play and perform in an ensemble context.</li> </ul> <p><u>Year B</u></p> <p>Hidden Treasures</p> <ul style="list-style-type: none"> <li>Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers.</li> <li>Develop an understanding of the history of music</li> <li>Improvise and compose music for a range of purposes using the interrelated dimensions of music.</li> </ul>

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	<ul style="list-style-type: none"> <li>● <b>Charanga Music Scheme: Big Bear Funk</b></li> </ul> <p><b>Summer 2</b></p> <p><b>Into the Woods</b></p> <ul style="list-style-type: none"> <li>● To play instruments with increasing control, to express their feelings and ideas.</li> <li>● To sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>● To explore and engage in music making and dance, performing solo or in groups.</li> <li>● To perform songs, rhymes, poems and stories with others and, when appropriate, try to move in time with music</li> <li>● I know how to move in time to music</li> <li>● <b>Charanga Music Scheme: Reflect, rewind and replay</b></li> </ul>	<ul style="list-style-type: none"> <li>● To experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>	<ul style="list-style-type: none"> <li>● To appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers</li> <li>● To play tuned and untuned instruments musically.</li> <li>● Listen with concentration and understanding to a range of high-quality live and recorded music.</li> </ul> <p><u>Reflect rewind and replay</u></p> <ul style="list-style-type: none"> <li>● To use their voices expressively by singing songs and speaking chants and rhymes.</li> <li>● To appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers</li> <li>● To play tuned and untuned instruments musically.</li> <li>● Listen with concentration and understanding to a range of high-quality live and recorded music.</li> <li>● To use their voices expressively by singing songs and speaking chants and rhymes.</li> </ul>	<ul style="list-style-type: none"> <li>● Listen with attention to detail and recall sounds with increasing aural memory.</li> <li>● Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> </ul>
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End points		<p>By the end of phase group 1/2 children must be able to...</p> <p><b>Listen &amp; Appraise</b></p> <ul style="list-style-type: none"> <li>• Listen with concentration and understanding to a range of high-quality live and recorded music.</li> </ul> <p><b>Musical Activities</b></p> <ul style="list-style-type: none"> <li>• Use their voices expressively by singing songs and speaking chants and rhymes.</li> <li>• Play tuned and un-tuned instruments musically.</li> <li>• Listen with concentration and understanding to a range of high-quality live and recorded music.</li> <li>• Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul> <p><b>Year 2 - Perform &amp; Share</b></p> <ul style="list-style-type: none"> <li>• Use their voices expressively by singing songs and speaking chants and rhymes.</li> <li>• Play tuned and un-tuned instruments musically</li> </ul>	<p>By the end of phase group 3/4 children must be able to...</p> <p><b>Listen &amp; Appraise</b></p> <ul style="list-style-type: none"> <li>• Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers.</li> <li>• Develop an understanding of the history of music</li> </ul> <p><b>Musical Activities</b></p> <ul style="list-style-type: none"> <li>• Use their voices expressively by singing songs and speaking chants and rhymes.</li> <li>• Play tuned and un-tuned instruments musically.</li> <li>• Listen with concentration and understanding to a range of high-quality live and recorded music.</li> <li>• Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul> <p><b>Perform &amp; Share</b></p> <ul style="list-style-type: none"> <li>• Use their voices expressively by singing songs and speaking chants and rhymes.</li> <li>• Play tuned and un-tuned instruments musically.</li> </ul>	<p>By the end of phase group 5/6 children must be able to...</p> <p><b>Listen &amp; Appraise</b></p> <ul style="list-style-type: none"> <li>• Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers.</li> </ul> <p><i>(Challenge the pupils to recall the genres studied this year through the Charanga progression - Rock, Jazz, Gospel)</i></p> <ul style="list-style-type: none"> <li>• Develop an understanding of the history of music.</li> </ul> <p><b>Musical Activities</b></p> <ul style="list-style-type: none"> <li>• Improvise and compose music for a range of purposes using the interrelated dimensions of music.</li> </ul> <p><i>(Challenge pupils to define 'improvisation' and articulate how they have improvised using glockenspiels percussive instruments and digital technology)</i></p> <ul style="list-style-type: none"> <li>● Listen with attention to detail and recall sounds with increasing aural memory.</li> </ul> <p><i>Pupils in years 5 and 6 will be challenged to recall melodies, identify instrumentation and sections of compositions both in class with their base teacher and with music specialists weekly.</i></p> <ul style="list-style-type: none"> <li>● Use and understand staff and other musical notations.</li> </ul>
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				<ul style="list-style-type: none"><li>● Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li></ul> <p><b>Perform and Share</b></p> <ul style="list-style-type: none"><li>● Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li></ul> <p>Pupils in Years 5 and 6 have the opportunity to perform individually and as part of an ensemble during WW2 and SPace units as well as</p>
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