

Music progression framework

	N	REC	Y1	Y2	Y3	Y4	Y5	Y6
CHARANGA UNITS		1 Me! 2 My Stories 3 Everyone! 4 One World 5 Big Bear Funk 6 Reflect, Rewind & Replay	1 Hey You! 2 Rhythm In The... & Banana Rap 3 In the Groove 4 Round and Round 5 Your Imagination 6 Reflect, Rewind & Replay	1 Hands, Feet, Heart 2 Ho Ho Ho 3 I wanna Play In A Band 4 Zootime 5 Friendship Song 6 Reflect, Rewind & Replay	1 Let Your Spirit Fly 2 Glockenspiel Stage 1 3 Three Little Birds 4 The Dragon Song 5 Bringing Us Together 6 Reflect, Rewind & Replay	1 Mamma Mia 2 Glockenspiel Stage 2 3 Stop! 4 Lean On Me 5 Blackbird 6 Reflect, Rewind & Replay	1 Livin' On A Prayer 2 Classroom Jazz 1 3 Make You Feel My Love 4 The Fresh Prince 5 Dancing In The Street 6 Reflect, Rewind & Replay	1 Happy 2 Classroom Jazz 2 3 A New Year Carol 4 You've Got A Friend 5 Music And Me 6 Reflect, Rewind & Replay
Listen and Appraise	<p>Sing a large repertoire of songs.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Listen with increased attention to sounds.</p>	<ul style="list-style-type: none"> I know twenty nursery rhymes off by heart. I know the stories of some of the nursery rhymes. I can enjoy moving to music by dancing, marching, being animals or pop stars. 	<ul style="list-style-type: none"> To know five songs off by heart and understand what they are about. To know and recognise the sound and names of some of the instruments they use. To learn how to enjoy moving to music by dancing, marching, being animals or pop stars. 	<ul style="list-style-type: none"> To know five songs off by heart. To know some songs have a chorus or a response/answer part. To know that songs have a musical style To learn how to enjoy moving to music. <p>To learn how songs can tell a story or describe an idea.</p>	<ul style="list-style-type: none"> To know five songs from memory, who sang them and the style of them. To choose one song and talk about: its lyrics, musical dimensions, instruments and how the song is constructed. To confidently identify and move to the pulse. To think about what the words of a song mean. To take it in turn to discuss how the song makes them feel. Listen carefully and respectfully to other people's thoughts about the music 	<ul style="list-style-type: none"> To know five songs from MEM who sang or wrote them and the style of them. To choose one song and talk about: its lyrics, musical dimensions, instruments and how the song is constructed. Talk about the music and how it makes them feel using musical terminology. 	<ul style="list-style-type: none"> To know five songs from memory, who sang or wrote them and when they were written. To know the style of the five songs and to name other songs from the Units in those styles. To choose two or three other songs and talk about: the style indicators of the songs, lyrics, musical dimensions featured in the songs and where they are used, instruments they heard in the songs and the historical context of the songs. To identify and move to the pulse with ease. To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. To talk about the musical dimensions working together in the Unit songs. 	<ul style="list-style-type: none"> To know five songs from memory, who sang or wrote them, when they were written and if possible, why? To know the style of the songs and to name other songs from the Units in those styles. To choose three or four other songs and talk about: the style indicators of the songs, lyrics, musical dimensions featured in the songs and where they are used, instruments they heard in the songs and the historical context of the songs. To know and talk about the fact that we each have a musical identity. To identify and move to the pulse with ease. To think about the message of songs. To talk about the musical dimensions working together in the Unit songs.

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Explore & Create (Musical activities)	Respond to what they have heard, expressing their thoughts and feelings.	<ul style="list-style-type: none"> To know that we can move with the pulse of the music. To find the pulse by copying a character in a nursery rhyme. To copy basic rhythm patterns of single words, building to short phrases from the song/s. To explore high and low using voices and sounds of characters in the songs. To invent a pattern using one pitched note and begin to create simple 2-note patterns to accompany the song. To copy basic rhythm patterns of single words, building to short phrases. 	<ul style="list-style-type: none"> To know that music has a steady pulse, like a heartbeat. To know that we can create rhythms from words, our names, favourite food, colours and animals. 	<ul style="list-style-type: none"> To recognise that rhythms are different from the steady pulse. To add high and low sounds/ different pitches, when we sing and play our instruments. 	<ul style="list-style-type: none"> To know how to find and demonstrate the pulse. To know the difference between pulse and rhythm. To know how pulse, rhythm and pitch work together to create a song. To know that every piece of music has a pulse/steady beat. To know the difference between a musical question and an answer. 	<ul style="list-style-type: none"> To know how pulse, rhythm and pitch work together. To know the difference between pulse and rhythm and that pitch means high and low sounds to create melodies. To know how to keep the internal pulse. To create musical ideas for the group to copy. 	<ul style="list-style-type: none"> To know how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song. To know how to keep the internal pulse. To create musical ideas for the group to copy or respond to. 	<ul style="list-style-type: none"> To know how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music. To know how to keep the internal pulse. To create musical ideas for the group to copy or respond to.

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Music progression framework

<p style="writing-mode: vertical-rl; transform: rotate(180deg); text-align: center; font-size: 2em; font-weight: bold;">Singing</p>	<p>Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p>	<ul style="list-style-type: none"> I can sing or rap nursery rhymes from memory I can sing along with a pre-recorded song and add actions. I can sing along with the backing track. I know that songs have different sections 	<ul style="list-style-type: none"> To confidently sing or rap five songs from memory and sing them in unison. To learn about voices, singing notes of different pitches. To learn that they can make different types of sounds with their voices. To learn to start and stop singing when following a leader. 	<ul style="list-style-type: none"> To confidently know and sing five songs from memory. To know that unison is everyone singing at the same time. Songs include other ways of using the voice e.g. rapping (spoken word). To know why we need to warm up our voices To learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm). To find a comfortable singing position. To start and stop singing when following a leader 	<ul style="list-style-type: none"> To know that a group of singers can be called a choir, who has a leader/conductor. To know that song can make you feel different things To sing in unison and in simple two-parts. To demonstrate a good singing posture. To enjoy exploring singing solo. To sing with awareness of being 'in tune'. To have an awareness of the pulse internally when singing. 	<ul style="list-style-type: none"> To know that song can make you feel different things To know about texture: How a solo singer makes a thinner texture than a large group To know why you must warm up your voice To sing in unison and in simple two-parts. To demonstrate a good singing posture. To enjoy exploring singing solo. To sing with awareness of being 'in tune'. To re-join the song if lost. To listen to the group when singing. 	<ul style="list-style-type: none"> To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. To choose a song and talk about singing in unison, solo, lead vocal, backing vocals or rapping. To know what the song is about and the meaning of the lyrics. To listen to the group when singing. To demonstrate a good singing posture. To listen to each other and be aware of how you fit into the group. To sing with awareness of being 'in tune'. 	<ul style="list-style-type: none"> To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. To know about the style of the songs so you can represent the feeling and context to your audience To choose a song and talk about singing in unison, solo, lead vocal, backing vocals or rapping. To know what the song is about and the meaning of the lyrics. To sing in unison and to sing backing vocals. To demonstrate a good singing posture. To experience rapping and solo singing. To listen to each other and be aware of how you fit into the group. To sing with awareness of being 'in tune'.

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Playing	N/A	<ul style="list-style-type: none"> Learn the names of the notes in their instrumental part from memory or when written down. Learn the names of the instruments they are playing. Treat instruments carefully and with respect. Play a tuned instrumental part with the song they perform. 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). Listen to and follow musical instructions from a leader. 	<ul style="list-style-type: none"> Learn the names of the notes in their instrumental part from memory or when written down. Know the names of untuned percussion instruments played in class. Learn to play a tuned instrumental part in time with a steady pulse that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part). Listen to and follow musical instructions from a leader. 	<ul style="list-style-type: none"> Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) using staff notation. To rehearse and perform their part within the context of the Unit song. Listen to and follow musical instructions from a leader. 	<ul style="list-style-type: none"> To talk about the instruments used in class (a glockenspiel & ukulele) Other instruments they might play or be played in a band or orchestra or by their friends. Play any one (or all four) differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song using staff notation. To rehearse and perform their part within the context of the Unit song. To experience leading the playing by making sure everyone plays in the playing section of the song. 	<ul style="list-style-type: none"> To know different ways of writing music down – e.g. staff notation, symbols To play and write the notes C, D, E, F, G, A, B + C on the treble stave To begin to show an understanding of musical instruments in an orchestra. Play a musical instrument with the correct technique within the context of the Unit song. Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of the Unit song. To lead a rehearsal session. 	<ul style="list-style-type: none"> To know different ways of writing music down – e.g. staff notation, symbols notation, symbols To play and write the notes C, D, E, F, G, A, B + C on the treble stave To show an understanding of musical instruments in an orchestra and their families. Confidently play a musical instrument with the correct technique within the context of the Unit song. Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of the Unit song. To lead a rehearsal session.

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Improvisation	N/A	<ul style="list-style-type: none"> • To know that Improvisation is about making up your own tunes on the spot. • To know that when someone improvises, they make up their own tune that has never been heard before. 	<ul style="list-style-type: none"> • To know that Improvisation is about making up your own tunes on the spot. • When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. • To know that everyone can improvise, and you can use one or two notes. 	<ul style="list-style-type: none"> • To know that when someone improvises, they make up their own tune that has never been heard before. • To know that using one or two notes confidently is better than using five. • To know that if you improvise using the notes you are given, you cannot make a mistake. 	<ul style="list-style-type: none"> • To know that using one or two notes confidently is better than using five • To know that if you improvise using the notes you are given, you cannot make a mistake. • To know that you can use some of the riffs you have heard in the Challenges in your improvisations. 	<ul style="list-style-type: none"> • To know that using one or two notes confidently is better than using five • To know that you can use some of the riffs you have heard in the Challenges in your improvisations. • To know two well-known improvising musicians. 	<ul style="list-style-type: none"> • To know that using one or two notes confidently is better than using five. • To know that you can use some of the riffs you have heard in the Challenges in your improvisations. • To know three well-known improvising musicians.

Bearwood Primary

Music progression framework

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Composition	N/A	<ul style="list-style-type: none"> To know that composing is like writing a story with music. To participate (as a group) in creating a simple melody using one, two or three notes. To learn how the notes of the composition can be written down and changed if necessary. 	<ul style="list-style-type: none"> To participate (as a group) in creating a simple melody using one, three or three five notes. To learn how the notes of the composition can be written down and changed if necessary. 	<ul style="list-style-type: none"> To know what a composition is and the different ways of recording compositions e.g. letter names, symbols, staff notation. To help create at least one simple melody using one, three or five different notes. To plan and create a section of music that can be performed within the context of the unit song and talk about how it was created. To listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/staff notation). 	<ul style="list-style-type: none"> To know what a composition is and the different ways of recording compositions e.g. letter names, symbols, staff notation. To help create at least one simple melody using one, three or five different notes. To plan and create a section of music that can be performed within the context of the unit song and talk about how it was created. To listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/staff notation). 	<ul style="list-style-type: none"> To create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. To explain the keynote or home note and the structure of the melody. To listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. To record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/staff notation). 	<ul style="list-style-type: none"> To create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. To explain the keynote or home note and the structure of the melody. To listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. To record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/staff notation).

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Performance	<p>Create their own songs or improvise a song around one they know.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>	<ul style="list-style-type: none"> I know that a performance means to share music. I can perform any nursery rhyme or song and can add a simple instrumental part. I can record the performance to talk about it. 	<ul style="list-style-type: none"> To choose a song they have learnt from theScheme and perform it to their class. To add ideas to the performance. To record the performance and comment about give their opinions about it. 	<ul style="list-style-type: none"> To choose a song they have learnt from theScheme and perform it to a wider audience. To add ideas to the performance. To record the performance and comment about give their opinions about it. 	<ul style="list-style-type: none"> To understand that a performance is to be planned prior to performing. To sing or rap the words clearly and play with confidence. To know that a performance can be aspecial occasion andinvolve an audience including of people you don't know. It involves communicating feelings, thoughts and ideas about the song/music. 	<ul style="list-style-type: none"> To choose what to perform and create a programme. Present a musical performance designed to capture the audience. To communicate the meaning of the words and clearly articulate them. To talk about the best place to be when performing and how to stand or sit. To record the performance and say how they were feeling,what they were pleased with what they would change and why. 	<ul style="list-style-type: none"> To choose what to perform and create aprogramme. To communicate the meaning of the words and clearly articulate them. To talk about the venue and how to use it to best effect. To record the performance and compare it to a previous performance. To discuss and talk musically about it – “What went well?” and “It would have been even better if...?” 	<ul style="list-style-type: none"> To choose what to perform and create aprogramme. To communicate the meaning of the wordsand clearly articulate them. To talk about the venue and how to useit to best effect. To record the performance and compare it to a previous performance. To discuss and talk musically about it –“What went well?”and “It would have been even better if...?”

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