

(Charanga scheme) Music Progression map – Reception

	NC Objective	Prior knowledge and skills	New knowledge and skills
Aut 1	<p>Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p> <ul style="list-style-type: none"> 		<ul style="list-style-type: none"> Children know and understand the terminology: Pulse, rhythm, pitch, high sounds, low sounds, perform, unison, phrase. The children can enjoy listening to the music and respond through dancing or other movement. The children know how to recognise and name some of the characters and stories in the songs. The children know how to find the pulse in different ways and show this through actions e.g. marching, jumping, and moving like a character from the song. Children know how to copy back the rhythm of their name. Children are able to copy sounds they can hear to distinguish high-pitched sounds from low-pitched sounds. Children know how to sing a song in unison with support, adding actions or substitute a word in some sections. Children are able to choose one of the songs they have learnt and perform it with any actions you have created.
Aut 2		<ul style="list-style-type: none"> Children know and understand the terminology: Pulse, rhythm, pitch, high sounds, low sounds, perform, unison, phrase. The children can enjoy listening to the music and respond through dancing or other movement. The children know how to recognise and name some of the characters and stories in the songs. The children know how to find the pulse in different ways and show this through actions e.g. marching, jumping, and moving like a character from the song. Children know how to copy back the rhythm of their name. Children are able to copy sounds they can hear to distinguish high-pitched sounds from low-pitched sounds. Children know how to sing a song in unison with support, adding actions or substitute a word in some sections. Children are able to choose one of the songs they have learnt and perform it with any actions you have created. 	<ul style="list-style-type: none"> Children know and understand the terminology: boogie Children know how to invent imaginary characters through movement or dancing. Children know how to copy back the rhythm from the words in the song. Copy phrases from the songs to discuss high-pitched sounds from low-pitched sounds. Children know how to play a pitched note or sound in time with the pulse.

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Spr 1		<ul style="list-style-type: none"> • Children know and understand the terminology: Pulse, rhythm, pitch, high sounds, low sounds, perform, unison, phrase, boogie • The children can enjoy listening to the music and respond through dancing or other movement. • The children know how to find the pulse in different ways and show this through actions e.g. marching, jumping, and moving like a character from the song. • Children know how to copy back the rhythm from the words in the song. • Children are able to copy sounds they can hear to distinguish high-pitched sounds from low-pitched sounds. • Children know how to play a pitched note or sound in time with the pulse. • Children know how to sing a song in unison with support, adding actions or substitute a word in some sections. • Children are able to choose one of the songs they have learnt and perform it with any actions you have created. 	<ul style="list-style-type: none"> • Children know and understand the terminology: rap, tempo, congo, rondo, concerto • The children can enjoy listening to the music and responding to different speeds through dancing or other movement. • Children know how to copy back the rhythms of phrases in the song. • Children know how to play a 1-note pattern in time with the pulse. • Children know how to sing or rap the songs in unison with support. • Children can listen back to the performance.
Spr 2		<ul style="list-style-type: none"> • Children know and understand the terminology: Pulse, rhythm, pitch, high sounds, low sounds, perform, unison, phrase, boogie, rap, tempo, congo, rondo, concerto • The children can enjoy listening to the music and respond through dancing or other movement. • Children know how to copy back the rhythms of phrases in the song. • Children are able to copy sounds they can hear to distinguish high-pitched sounds from low-pitched sounds. • Children know how to play a 1-note pattern in time with the pulse. • Children know how to sing a song in unison with support, adding actions or substitute a word in some sections. • Children are able to choose one of the songs they have learnt and perform it with any actions you have created. • Children can listen back to the performance. 	

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Sum 1		<ul style="list-style-type: none"> • Children know and understand the terminology: Pulse, rhythm, pitch, high sounds, low sounds, perform, unison, phrase, boogie, rap, tempo, congo, rondo, concerto • The children can enjoy listening to the music and respond through dancing or other movement. • The children know how to find the pulse in different ways and show this through actions e.g. marching, jumping, and moving like a character from the song. • Children know how to copy back the rhythm from the words in the song. • Children know how to play a 1-note pattern in time with the pulse. • Children know how to sing a song in unison with support, adding actions or substitute a word in some sections. • Children are able to choose one of the songs they have learnt and perform it with any actions you have created. • Children can listen back to the performance. 	<ul style="list-style-type: none"> • Children know and understand the terminology: funk • Children can enjoy listening and dancing to funk music. • Children know how to copy back the rhythm from the words from the video. • Children know how to play the pulse with a pitched note or untuned percussion instrument. • Children can add one pitched sound to the rhythm of words and short phrases from the song.
Sum 2		Consolidation of knowledge and skills for reception.	