

(Charanga scheme) Music Progression map – Year 1

	NC Objective	Prior knowledge and skills	New knowledge and skills
Aut 1	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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. 	<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, funk • 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. • 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. 	<ul style="list-style-type: none"> • Children understand the terminology: Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform. • Children know how to find the pulse as they are listening to the main Unit song and understand that it is the heartbeat of the music. • Children can recognise and name two or more instruments they hear including male vocal, bass guitar, drums, decks. • Children can march in time with the pulse. • Children can be an animal to keep the pulse. • Children know how to copy back rhythms they hear and clap back the rhythm of their name. • Children can rap and sing in time to the music. • Children play C on an instrument accurately and in time as part of a performance. • Children will know how to improvise in lessons and as part of a performance using C. • Children can compose a simple melody using simple rhythms and use this as part of a performance using C and D.

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Aut 2		<ul style="list-style-type: none"> • Children understand the terminology: Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform • Children know how to find the pulse as they are listening to the main Unit song and understand that it is the heartbeat of the music. • Children can recognise and name two or more instruments they hear including male vocal, bass guitar, drums, decks • Children can march in time with the pulse. • Children can be an animal to keep the pulse. • Children know how to copy back rhythms they hear and clap back the rhythm of their name. • Children can rap and sing in time to the music. 	<ul style="list-style-type: none"> • Children understand the terminology: singers, keyboard, percussion, trumpets, saxophones • Children recognise and name two or more instruments they hear including singers, keyboard, bass, guitar, percussion, trumpets and saxophones. • Children begin to understand that pitch is high and low sounds.
Spr 1		<ul style="list-style-type: none"> • Children understand the terminology: Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones • Children know how to find the pulse as they are listening to the main Unit song and understand that it is the heartbeat of the music. • Children can march in time with the pulse. • Children can be an animal to keep the pulse. • Children know how to copy back rhythms they hear and clap back the rhythm of their name. • Children play C on an instrument accurately and in time as part of a performance • Children will know how to improvise in lessons and as part of a performance using C. • Children can compose a simple melody using simple rhythms and use this as part of a performance using C and D. 	<ul style="list-style-type: none"> • Children understand the terminology: Blues, Baroque, Latin, Irish Folk, Funk, groove • Children can identify five different musical styles: Blues, Baroque, Latin, Irish Folk, Funk and name some of them. • Children can dance to each style or move to the pulse – be “In The Groove!” • Children can find the pulse by copying actions on screen. • Children know how to clap the rhythm of their favourite food. • Children are able to sing together and in time in the styles they have learnt.

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Spr 2		<ul style="list-style-type: none"> • Children understand the terminology: Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, groove • Children can recognise and name two or more instruments they hear including keyboard, drums, bass, • Children know how to find the pulse as they are listening to the main Unit song and understand that it is the heartbeat of the music. • Children can march in time with the pulse • Children can find the pulse by copying actions on screen. • Children know how to copy back rhythms they hear and clap back the rhythm of their name. • Children play C on an instrument accurately and in time as part of a performance 	<ul style="list-style-type: none"> • Children understand the terminology: audience • Children can recognise and name two or more instruments they hear including a female singer. • Children know how to find the pulse, using their imagination to demonstrate. • Children know how to clap the rhythm of their favourite animal. • Children play D, F, C+D on an instrument accurately and in time as part of a performance • Children will know how to improvise in lessons and as part of a performance using D. • Children can sing a song in unison with actions.
Sum 1		<ul style="list-style-type: none"> • Children understand the terminology: Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, groove, audience • Children know how to find the pulse as they are listening to the main Unit song and understand that it is the heartbeat of the music. • Children know how to find the pulse, using their imagination to demonstrate. • Children know how to copy back rhythms they hear and clap back the rhythm of their name. • Children know how to clap the rhythm of their favourite animal. • Children are able to sing together and in time in the styles they have learnt. • Children play C on an instrument accurately and in time as part of a performance 	<ul style="list-style-type: none"> • Children understand the terminology: imagination • Children can find the pulse by ‘being a pop star’ • Children know how to clap the rhythm of their favourite colour. • Children can sing in unison and in two parts.

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Sum 2		Consolidation of knowledge and skills for year 1.
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