

(Charanga scheme) Music Progression map – Year 2

	NC Objective	Prior knowledge and skills	New knowledge and skills
Aut 1	<ul style="list-style-type: none"> • 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. 	<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 can recognise and name two or more instruments they hear including keyboard, bass, drums, saxophone, trumpet, • 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: bass, electric guitars, question and answer, melody, dynamics, tempo • Children can recognise and name two or more instruments they hear including vocals, electric guitars • Children know that rhythm is different to pulse. • Children recognise that songs sometimes have a question and answer section and a chorus. • Children play G, A+C accurately and in time. • Children will know how to improvise in lessons and as part of a performance using C+D • Children can compose a simple melody using simple rhythms and use this as part of a performance using C+D or C+D+E • Children know how to introduce a performance to an audience. • Children can create and clap their own rhythm

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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, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, groove, audience, dynamics, tempo • 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 keyboard, bass, drums, saxophone, trumpet, vocals, electric guitars, percussion, guitar • Children can march in time with the pulse. • 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 colour • Children can create and clap their own rhythm • Children begin to understand that pitch is high and low sounds • Children play G, A+C accurately and in time. • Children know how to introduce a performance to an audience 	<ul style="list-style-type: none"> • Children can be a rapper to find the pulse • Children know that pitch is high and low sounds and that we add pitch to the pulse and rhythm when we sing and play an instrument. • Children play G or G+A+B accurately and in time. • Children know how to improvise using words. • Children begin to add their own actions to a performance.
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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, Blues, Baroque, Latin, Irish Folk, Funk, groove, audience, dynamics, tempo • 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 can find the pulse by copying actions on screen. • Children know how to find the pulse, using their imagination to demonstrate. • Children can be a rapper to find the pulse • Children can recognise and name two or more instruments they hear including keyboard, bass, drums, saxophone, trumpet, vocals, electric guitars, percussion, guitar • 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 food • Children can create and clap their own rhythm • Children are able to sing together and in time in the styles they have learnt in Year 1. • Children begin to add their own actions to a performance. • Children play G or G+A+B accurately and in time • Children know how to introduce a performance to an audience. • Children will know how to improvise in lessons and as part of a performance using C+D • Children can compose a simple melody using simple rhythms and use this as part of a performance using C+D or C+D+E 	<ul style="list-style-type: none"> • Children to choose how to demonstrate the pulse. • Children are able to sing in different styles. • Children play F+D+C accurately and in time • Children will know how to improvise in lessons and as part of a performance using F+G • Children can compose a simple melody using simple rhythms and use this as part of a performance using F+G or F+G+A
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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, audience, dynamics, tempo • Children can recognise and name two or more instruments they hear including keyboard, bass, drums, saxophone, trumpet, vocals, electric guitars, percussion, guitar • 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 know how to clap the rhythm of their favourite food • Children know how to clap the rhythm of their favourite animal • Children can create and clap their own rhythm • Children know that pitch is high and low sounds and that we add pitch to the pulse and rhythm when we sing and play an instrument • 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+D • Children can compose a simple melody using simple rhythms and use this as part of a performance using C+D or C+D+E 	<ul style="list-style-type: none"> • Children can dance, wiggle, clap and march to demonstrate the pulse. • Children know how to perform actions and sing simultaneously • Children play C or C+D on an instrument accurately and in time as part of a performance.
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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, dynamics, tempo • Children can recognise and name two or more instruments they hear including keyboard, bass, drums, saxophone, trumpet, vocals, electric guitars, percussion, guitar • 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 can find the pulse by copying actions on screen. • Children know how to find the pulse, using their imagination to demonstrate. • Children can be a rapper to find the pulse • Children can dance, wiggle, clap and march to demonstrate the pulse. • Children can sing in unison and in two parts. • Children play C or 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 C+D • Children can compose a simple melody using simple rhythms and use this as part of a performance using C+D or C+D+E • Children know how to introduce a performance to an audience. 	<ul style="list-style-type: none"> • Children can recognise and name two or more instruments they hear including glockenspiel • Children to choose how to demonstrate the pulse • Children can sing in two parts confidently • Children play C or E+G on an instrument accurately and in time as part of a performance.
Sum 2		Consolidation of skills and knowledge for year 2.	