

Music Progression of Knowledge and Sills

	Little Acorns	F1	F2 (Charanga – original scheme)	Year 1 (Charanga – Model Music Curriculum)	Year 2 (Charanga – Model Music Curriculum)
Musicianship Pulse/beat	<ul style="list-style-type: none"> • Clap and stamp to music. • Copy finger movements and other gestures. • Move and dance to music. 	<ul style="list-style-type: none"> • Respond to what they have heard, expressing their thoughts and feelings. • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. 	<p>To know that we can move with the pulse of the music.</p> <ul style="list-style-type: none"> • To know that the words of songs can tell stories and paint pictures. <p>Find the pulse by copying a character in a nursery rhyme, imagining a similar character or object and finding different ways to keep the pulse.</p> <ul style="list-style-type: none"> • Rhythm Copy basic rhythm patterns of single words, building to short phrases from the song/s. 	<p>Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</p> <ul style="list-style-type: none"> • Use body percussion, (e.g. clapping, tapping, walking) and classroom percussion (shakers, sticks and blocks, etc.), playing repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments (e.g. glockenspiels or chime bars) to maintain a steady beat. • Respond to the pulse in recorded/live music through movement and dance. 	<p>Understand that the speed of the beat can change, creating a faster or slower pace (tempo).</p> <ul style="list-style-type: none"> • Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo. • Walk in time to the beat of a piece of music or song. Know the difference between left and right to support coordination and shared movement with others. • Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats. • Identify the beat groupings in familiar

					music that they sing regularly and listen to.
Listening	<ul style="list-style-type: none"> • Enjoy songs and rhymes, tuning in and paying attention. • Show attention to sounds and music. • Respond emotionally and physically to music when it changes 	<ul style="list-style-type: none"> • Listen with increased attention to sounds. 	<ul style="list-style-type: none"> • To know twenty nursery rhymes off by heart. • To know the stories of some of the nursery rhymes. • To learn that music can touch your feelings. • To enjoy moving to music by dancing, marching, being animals or Pop stars. 	<p>Move and dance with the music. Find the steady beat. Talk about feelings created by the music. Recognise some band and orchestral instruments. Describe tempo as fast or slow. Describe dynamics as loud and quiet. Join in sections of the song, eg chorus. Begin to understand where the music fits in the world. Begin to understand about different styles of music.</p>	<p>Mark the beat of a listening piece (eg Boléro by Ravel) by tapping or clapping and recognising tempo, as well as changes in tempo. Walk in time to the beat of a piece of music. Identify the beat groupings in the music you sing and listen, eg 2-time, 3-time etc. Move and dance with the music confidently. Talk about how the music makes you feel. Find different steady beats. Describe tempo as fast or slow. Describe dynamics as loud or quiet. Join in sections of the song, eg call and response. Start to talk about the style of a piece of music. Recognise some band and orchestral instruments.</p>

					Start to talk about where music might fit into the world.
Singing	<ul style="list-style-type: none"> • Say some of the words in songs and rhymes. • Sing songs and say rhymes independently, for example, singing whilst playing. • Explore their voices and enjoy making sounds. • Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. 	<p>Sing a large repertoire of songs.</p> <ul style="list-style-type: none"> • Create their own songs, or improvise a song around one they know. • Remember and sing entire songs. 	<ul style="list-style-type: none"> • To sing or rap nursery rhymes and simple songs from memory. • Songs have sections. • To sing along with a pre-recorded song and add actions. • To sing along with the backing track. 	<ul style="list-style-type: none"> • Sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions and counting in. • Begin with simple songs with a very small range, mi-so and then slightly wider. • Sing a wide range of call and response songs, control vocal pitch and match pitch with accuracy. 	<p>Sing songs regularly with a pitch range of do-so with increasing vocal control.</p> <ul style="list-style-type: none"> • Sing songs with a small pitch range, pitching accurately. • Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g. crescendo, decrescendo, pause)
Musicianship Rhythm	<ul style="list-style-type: none"> • Make rhythmical and repetitive sounds. • Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. • Join in with songs and rhymes, making some sounds. 		<ul style="list-style-type: none"> • Explore high and low using voices and sounds of characters in the songs. Listen to high-pitched and low-pitched sounds on a glockenspiel. 	<p>Perform short copycat rhythm patterns accurately, led by the teacher.</p> <ul style="list-style-type: none"> • Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat. • Perform word-pattern chants; create, retain and perform their own rhythm patterns. 	<p>Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion.</p> <ul style="list-style-type: none"> • Create rhythms using word phrases as a starting point. • Read and respond to chanted rhythm patterns, and represent them with stick

					notation including crotchets, quavers and crotchets rests. <ul style="list-style-type: none"> • Create and perform their own chanted rhythm patterns with the same stick notation.
Musicianship Pitch	<ul style="list-style-type: none"> • Use intonation, pitch and changing volume when 'talking'. 	<ul style="list-style-type: none"> • Sing the pitch of a tone sung by another person ('pitch match'). 	Explore voices and classroom instruments to embed pulse, rhythm and pitch.	Listen to sounds in the local school environment, comparing high and low sounds. <ul style="list-style-type: none"> • Sing familiar songs in both low and high voices and talk about the difference in sound. • Explore percussion sounds to enhance storytelling. • Follow pictures and symbols to guide singing and playing. 	Play a range of singing games based on the cuckoo interval matching voices accurately, supported by a leader playing the melody. <ul style="list-style-type: none"> • Sing short phrases independently within a singing game or short song. • Respond independently to pitch changes heard in short melodic phrases, indicating with actions. • Recognise dot notation and match it to 3-note tunes played on tuned percussion.
Composing	Enjoy singing, music and toys that make sounds	<ul style="list-style-type: none"> • Play instruments with increasing control to express their feelings and ideas. 	<ul style="list-style-type: none"> • Play instruments with increasing control to known songs. 	<ul style="list-style-type: none"> • Improvise simple vocal chants, using question and answer phrases. 	Create music in response to a non-musical stimulus. <ul style="list-style-type: none"> • Work with a partner to improvise simple

	<ul style="list-style-type: none"> • Anticipate phrases and actions in rhymes and songs, like 'Peepo'. • Explore a range of soundmakers and instruments and play them in different ways 			<ul style="list-style-type: none"> • Create musical sound effects and short sequences of sounds in response to stimuli. Combine sounds to make a story, choosing and playing instruments or sound-makers. • Understand the difference between creating a rhythm pattern and a pitch pattern. • Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns. • Use music technology, if available, to capture, change and combine sounds. • Recognise how graphic notation can represent created sounds. Explore and invent own symbols. 	<p>question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation.</p> <ul style="list-style-type: none"> • Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces. • Use music technology, if available, to capture, change and combine sounds.
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