



**BISHOP LONSDALE CHURCH OF ENGLAND PRIMARY SCHOOL AND NURSERY**  
*BECOMING INDEPENDENT SUCCESSFUL HONEST OPEN-MINDED PEOPLE*



**Music Curriculum Progression of Knowledge and Skills – Charanga Scheme**

**National Curriculum 2014 and EYFS Framework 2021**

**Reception (ELGs)**

Sing a range of well-known nursery rhymes & songs

Perform songs, rhymes, poems and stories with others and (where appropriate) try to move in time to the music

**Key stage 1**

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.

**Key stage 2**

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.



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**Key Music Learning- Knowledge Progression**

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Early Learning Goal:</b></p> <p>Children talk about their own ideas and processes which have led them to make music.</p> <p>They can talk about the features of their own and others work (compositions), recognising the differences between them and the strengths of others</p>	<p>Know how to use my voice to speak, sing and chant.</p> <p>Know how to use instruments to perform.</p> <p>Know how to clap short rhythmic patterns.</p> <p>Know how to make different sounds with my voice and with instruments.</p> <p>Know how to repeat short rhythmic and</p>	<p>Know how to sing and follow a melody.</p> <p>Know how to perform simple patterns and accompaniments keeping a steady pulse.</p> <p>Know how to play simple rhythmic patterns on an instrument.</p> <p>Know how to sing or clap increasing and decreasing tempo.</p>	<p>Know how to sing a tune with expression.</p> <p>Know how to play clear notes on instruments.</p> <p>Know how to use different elements in my composition.</p> <p>Know how to create repeated patterns with different instruments.</p> <p>Know how to compose melodies and songs.</p>	<p>Know how to sing songs from memory with accurate pitch.</p> <p>Know how to perform a simple part rhythmically.</p> <p>Know how to improvise using repeated patterns.</p> <p>Know how to use notation to record and interpret sequences of pitches.</p> <p>Know how to</p>	<p>Know how to breathe in the correct place when singing.</p> <p>Know how to maintain my part whilst others are performing their part.</p> <p>Know how to improvise within a group using melodic and rhythmic phrases.</p> <p>Know how to change sounds or organise them differently</p>	<p>Know how to sing in harmony confidently and accurately.</p> <p>Know how to perform parts from memory.</p> <p>Know how to take the lead in a performance.</p> <p>Know how to use a variety of different musical devices in my composition (including melody, rhythms and chords).</p>



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<p>melodic patterns.</p> <p>Know how to make a sequence of sounds.</p> <p>Know how to respond to different moods in music.</p> <p>Know how to choose sounds to represent different things.</p> <p>Know how to follow instructions about when to play and sing.</p> <p>Know how to say whether I like or dislike a piece of music.</p>	<p>Know how to order sounds to create a beginning, middle and an end.</p> <p>Know how to create music in response to different starting points.</p> <p>Know how to choose sounds which create an effect.</p> <p>Know how to use symbols to represent sounds.</p> <p>Know how to make connections between notations and musical sounds.</p>	<p>Know how to create accompaniments for tunes.</p> <p>Know how to combine different sounds to create a specific mood or feeling.</p> <p>Know how to use musical words to describe a piece of music and compositions.</p> <p>Know how to use musical words to describe what I like and do not like about a piece of music.</p>	<p>use notation to record compositions in a small group or on my own.</p> <p>Know how to explain why silence is often needed in music and explain what effect it has.</p> <p>Know how to identify the character in a piece of music.</p> <p>Know how to identify and describe the different purposes of music.</p> <p>Know how to begin to identify</p>	<p>to change the effect.</p> <p>Know how to compose music which meets specific criteria.</p> <p>Know how to use notation to record groups of pitches (chords).</p> <p>Know how to choose the most appropriate tempo for a piece of music.</p> <p>Know how to describe, compare and evaluate music using musical vocabulary.</p>	<p>Know how to evaluate how the venue, occasion and purpose affects the way a piece of music is created.</p> <p>Know how to analyse features within different pieces of music.</p> <p>Know how to compare and contrast the impact that different composers from different times have had on people of that time.</p>
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		<p>Know how to improve my own work.</p> <p>Know how to listen out for particular things when listening to music.</p>	<p>Know how to improve my work; explaining how it has been improved.</p> <p>Know how to recognise the work of at least one famous composer.</p>	<p>the style of work of different famous composers.</p>	<p>Know how to explain why I think music is successful or unsuccessful.</p> <p>Know how to contrast the work of a famous composer with another, and explain my preferences.</p>	
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**Key Music Learning- Skills Progression**

**Performing with voices:**

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Use their voice to speak/sing/chant.	Using their voices:	Using their voices:	Using their voices:	Using their voices:	Using their voices:	Using their voices:
Join in with singing.	Speak and chant together.	Sing a variety of songs with more accuracy of pitch.	Sing songs in a variety of styles with confidence, singing an increasing number from memory.	Sing songs in a variety of styles with an increasing awareness of the tone of their voices and the shape of the melody.	Sing confidently in a wide variety of styles with expression.	Sing confidently in a wide variety of styles with expression.
Clap short rhythmic patterns.	Sing songs showing.	Sing words clearly and breathing at the end of phrases.	Show increasing accuracy of pitch and awareness of the shape of a melody.	Sing songs showing musical expression (phrasing, changes of tempi, dynamics; reflecting the mood and character of the	Communicate the meaning and mood of the song.	Communicate the meaning and mood of the song.
	Increasing vocal control (singing more in tune, breathing deeply, singing words clearly).	Convey the mood or meaning of the song.	Imitate increasingly longer phrases with accuracy	Sing a simple second part of a two-part song with confidence.	Sing a simple second part of a two-part song with confidence.	Sing a simple second part of a two-part song with confidence.
	Sing songs in different styles conveying different moods (happy, sad, angry etc) and	Sing with a sense of control of <b>dynamics</b> (volume) and <b>tempo</b> (speed).		Maintain own part in a round.	Maintain own part in a round.	Maintain own part in a round.
				Perform a song	Perform a song	Perform a song



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	<p>with sense of enjoyment.</p> <p>Co-ordinate actions to go with a song.</p> <p>Sing in time to a steady beat.</p> <p>Perform an action or a sound (clapping, stamping, etc) on the steady beat whilst singing.</p>	<p>Echo sing a short melodic phrase.</p> <p>Identify if the pitch is getting higher or lower, or is staying the same and copy with their voices.</p> <p>Follow a leader (teacher) starting and stopping together.</p>	<p>with an awareness of the phrases in a song.</p> <p>Understand that posture, breathing and diction are important.</p> <p>Demonstrate an awareness of character or style in performance.</p> <p>Chant or sing a round in two parts.</p> <p>Sing songs with a recognised structure (verse and chorus/ call and response).</p>	<p>song and its context).</p> <p>Sing two/three part rounds with more confidence and increasing pitch accuracy.</p> <p>Sing confidently as part of a small group or solo being aware of posture and good diction.</p> <p>Copy short phrases and be able to sing up and down in step independently.</p>	<p>from memory with attention to phrasing, dynamics and accuracy of pitch, for a special occasion.</p>	<p>from memory with attention to phrasing, dynamics and accuracy of pitch, for a special occasion.</p>
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**Performing with instruments:**

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Experiment with creating sounds with different instruments.	<p>Using instruments:</p> <p>Play instruments by shaking, scraping, rattling, tapping etc.</p> <p>Play in time to a steady beat, using instruments or body sounds.</p> <p>Play loudly, quietly, fast, slow.</p> <p>Imitate a rhythm pattern on an instrument.</p> <p>Play a repeated rhythmic pattern (rhythmic ostinato) to</p>	<p>Using instruments:</p> <p>Play with control:</p> <p>a) maintaining steady beat</p> <p>b) getting faster or slower</p> <p>c) getting louder or quieter.</p> <p>Perform a repeated two note melodic ostinato to accompany a song.</p> <p>Perform a rhythm accompaniment to a song.</p>	<p>Using instruments:</p> <p>Keep a steady beat on an instrument in a group or individually.</p> <p>Maintain a rhythmic or melodic ostinato simultaneously with a different ostinato and/or steady beat.</p> <p>Use tuned percussion with increasing confidence.</p>	<p>Using instruments:</p> <p>Maintain two or more different ostinato patterns in a small instrumental group against a steady beat.</p> <p>Play music that includes rests.</p> <p>Use tuned percussion instruments with increasing confidence to accompany songs and</p>	<p>Using instruments:</p> <p>Perform on a range of instruments in mixed groups to an audience, with confidence.</p> <p>Read and play with confidence from conventional or graphic notation.</p> <p>Continue to play by ear on pitched instruments, extending the</p>	<p>Using instruments:</p> <p>Perform on a range of instruments in mixed groups to an audience, with confidence.</p> <p>Read and play with confidence from conventional or graphic notation.</p> <p>Continue to play by ear on pitched instruments, extending the</p>



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	<p>accompany a song.</p> <p>Play a single pitched note to accompany a song (drone).</p> <p>Play with help the rhythmic pattern of a spoken sentence, e.g. 'Hungry caterpillar'.</p> <p>Follow simple hand signals indicating: loud/quiet and start/stop.</p>	<p>Perform a sequence of sounds using a graphic score.</p> <p>Work and perform in smaller groups.</p> <p>Follow a leader (teacher) starting and stopping together.</p> <p>Demonstrate some confidence in performing as a group and as an individual.</p>	<p>Copy a short melodic phrase by ear on a pitched instrument.</p> <p>Play using symbols including graphic and / or simple traditional notation.</p> <p>Follow simple hand directions from a leader.</p> <p>Perform with an awareness of others.</p> <p>Combine musical sounds with narrative and movement.</p> <p>Perform a</p>	<p>improvise.</p> <p>Play by ear – find known phrases or short melodies using tuned instruments.</p> <p>Play music in a metre of two or three time.</p> <p>Read and play from some conventional music symbols.</p> <p>Combine instrumental playing with narrative and movement.</p> <p>Follow a leader, stopping / starting, playing faster/ slower</p>	<p>length of phrases, melodies played.</p> <p>Perform with sensitivity to different dynamics, tempi.</p> <p>Lead/conduct a group of instrumental performers.</p> <p>Maintain a rhythmic or melodic accompaniment to a song.</p> <p>Maintain own part on a pitched instrument in a small ensemble.</p>	<p>length of phrases, melodies played.</p> <p>Perform with sensitivity to different dynamics, tempi.</p> <p>Lead/conduct a group of instrumental performers.</p> <p>Maintain a rhythmic or melodic accompaniment to a song.</p> <p>Maintain own part on a pitched instrument in a small ensemble.</p>
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			composed piece to a friendly audience, as a member of a group or class.	and louder / quieter.  Perform to an audience of adults, an assembly or other classes with increasing confidence.	Perform own compositions to an audience  Use an mp3 recorder/video recorder to keep a record of work in progress and record performances.  Know what makes a good performance.	Perform own compositions to an audience.  Use an mp3 recorder/video recorder to keep a record of work in progress and record performances.  Know what makes a good performance.
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**Explore & Compose:**

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<p>Clap short, rhythmic patterns.</p> <p>Make different sounds (high and low – pitch; loud and quiet – dynamics; fast and slow – tempo; quality of the sound – smooth, crisp, scratchy, rattling, tinkling etc...- timbre).</p> <p>Make a range of sounds with their voice.</p> <p>Make a range of sounds with</p>	<p>Explore:</p> <p>Different sounds made by the voice and hands (timbre).</p> <p>High and low sounds (pitch).</p> <p>Long and short sounds (duration).</p> <p>Loud and quiet sounds (dynamics).</p> <p>Fast and slow sounds (tempo).</p> <p>Pitch shapes (moving up and down) and rhythmic patterns.</p>	<p>Explore:</p> <p>Ways in which sounds are made (tapped, blown, scraped, shaken), and can be changed.</p> <p>Long and short sounds (rhythm – duration).</p> <p>The rhythm patterns of words and sentences.</p> <p>Changes in pitch (higher and lower).</p> <p>Sequences of sound (structure).</p>	<p>Explore:</p> <p>Longer - shorter /faster - slower / higher - lower / louder - quieter sounds on tuned and untuned percussion and voices.</p> <p>Pitch notes moving by step (notes adjacent to each other) and by leap (notes with gaps between them).</p> <p>Symbols to represent sound (graphic scores</p>	<p>Explore:</p> <p>Sounds to create particular effects (timbre).</p> <p>Rhythm patterns in music from different times and places (duration).</p> <p>The pentatonic scale.</p> <p>Pitched notes that move by steps and/ or leaps to make short phrases/melodies.</p> <p>Music that describes feelings or moods using</p>	<p>Explore:</p> <p>Chords/harmony – concord and discord.</p> <p>Scales, such as pentatonic, rag, blues.</p> <p>Texture created by layering rhythmic and/or melodic ostinatos.</p> <p>Developing ideas, using musical devices such as repetition, question and answer,</p>	<p>Explore:</p> <p>Chords/harmony – concord and discord.</p> <p>Scales, such as pentatonic, rag, blues.</p> <p>Texture created by layering rhythmic and/or melodic ostinatos.</p> <p>Developing ideas, using musical devices such as repetition, question and answer,</p>



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<p>instruments.</p> <p>Represent sounds pictorially.</p> <p>Begin to sequence sounds to create a rhythm or beat.</p> <p>Repeat (short rhythmic and melodic) patterns</p> <p>Begin to read pictorial representations of music? (e.g. colour- coded bells, music story maps).</p>	<p><b>Composing:</b></p> <p>Add sound effects to a story.</p> <p>Choose musical sound effects to follow a story line or match a picture.</p> <p>Use graphics/symbols to portray the sounds they have made.</p> <p>Sequence these symbols to make a simple structure (score).</p> <p>Compose own sequence of sounds without help and</p>	<p>Sounds in response to a stimulus (visual or aural).</p> <p>How sounds can be manipulated to convey different effects and moods.</p> <p><b>Compose:</b></p> <p>Short melodic phrases.</p> <p>Short repeated rhythmic patterns (ostinato).</p> <p>Rhythm patterns from words.</p> <p>A piece of music that has a beginning, middle and end (structure).</p>	<p>/ traditional notation).</p> <p>The sounds of different instruments - timber and how they can represent pictures/ stories/moods.</p> <p>The different sounds (timbres) that one instrument can make.</p> <p>How the musical elements can be combined to compose descriptive music.</p> <p><b>Compose:</b></p> <p>Words and</p>	<p>'tense' or 'calm' sounds using dynamics, different tempi, different timbres etc.</p> <p>Combining and controlling sounds to achieve a desired effect.</p> <p>Music that incorporates effective silences (rests).</p> <p>Different groupings of beats (metre of 2/3).</p> <p><b>Compose:</b></p> <p>A simple rhythmic accompaniment to a song using</p>	<p>ostinato.</p> <p>Characteristics of various styles, for example, Blues, Rap, Gospel, Folk, African etc.</p> <p>Improvising in a variety of styles.</p> <p><b>Compose/ Arrange:</b> (always considering the musical elements)</p> <p>Create own simple songs reflecting the meaning of the words.</p> <p>Compose music, a rap, a melody</p>	<p>ostinato.</p> <p>Characteristics of various styles, for example, Blues, Rap, Gospel, Folk, African etc.</p> <p>Improvising in a variety of styles.</p> <p><b>Compose/ Arrange:</b> (always considering the musical elements)</p> <p>Create own simple songs reflecting the meaning of the words.</p> <p>Compose music, a rap, a melody</p>
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	perform.	<p>Music that has long and short sounds, and/or changes in tempo, timbre and dynamics, in small groups.</p> <p>Music that conveys different moods.</p>	<p>actions to go with songs.</p> <p>A simple rhythmic accompaniment to go with a song, using ostinato patterns.</p> <p>Music that has a recognisable structure; beginning, middle and end or verse/chorus.</p> <p>Music that tells a story, paints a picture or creates a mood.</p> <p>Music that uses repetition / echo.</p>	<p>ostinato patterns and drones.</p> <p>A simple melody from a selected group of notes (i.e. a pentatonic scale).</p> <p>Music that has a recognisable structure.</p> <p>A piece of music that reflects images/and atmosphere, that has a clearly defines plan, making subtle adjustments to achieve the intended effect.</p> <p>Arrange a song</p>	<p>with an ostinato accompaniment.</p> <p>Arrange a song for class performance with appropriate pitched and unpitched accompaniment.</p> <p>Refine own compositions after discussion.</p> <p>Use a range of symbols (conventional/graphic) to record compositions.</p> <p>Use ICT (computers/iPad /tablets/MP3 recorders etc.) to record, sample,</p>	<p>with an ostinato accompaniment</p> <p>Arrange a song for class performance with appropriate pitched and unpitched accompaniment.</p> <p>Refine own compositions after discussion.</p> <p>Use a range of symbols (conventional/graphic) to record compositions.</p> <p>Use ICT (computers/iPad /tablets/MP3 recorders etc.) to record, sample,</p>
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				using tunes and untuned accompaniments developed from the song and perform to a friendly audience. Use a range of ICT to sequence, compose, record and share work.	sequence, loop and manipulate sound to create soundscapes/ compositions.	sequence, loop and manipulate sound to create soundscapes/.
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**Listen, Reflect & Appraise:**

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<p>Say if they like or dislike a piece of music.</p> <p>Identify and distinguish environmental sounds.</p> <p>Begin to describe the sounds (e.g. loud, quiet, high, low, fast, slow).</p> <p>Begin to express how music makes them feel?</p>	<p><b>Listening:</b></p> <p>Listen to a piece of music and move in time to its steady beat.</p> <p>Recognise and respond through movement /dance to the different musical characteristics and moods of music.</p> <p>Recognise the sounds of the percussion instruments used in the classroom and identify and</p>	<p>Listen with increased concentration.</p> <p>Recognise the sounds of the percussion instruments used, their names, how they are played and which ones can make high and low sounds.</p> <p>Recognise how sounds are made – tapping, rattling, scraping, blowing etc</p> <p>Identify different qualities of sound such as smooth, scratchy, clicking,</p>	<p>Listen with concentration to longer pieces extracts of music.</p> <p>Listen to live/recorded extracts of different kinds of music and identify where appropriate - a steady beat / no steady beat - a specific rhythm pattern or event - the speed (TEMPO) of the music - the volume (DYNAMICS) - the melody using appropriate musical</p>	<p>Recognise aurally the range of percussion (tuned and untuned) used in school and some individual orchestral instruments taught in school.</p> <p>Recognise and talk about some contrasting styles of music in broad terms, using appropriate musical language (the tempo,</p>	<p>Distinguish differences in timbre and texture between a wide variety of instruments and instrumentation.</p> <p>Identify and discuss 'what happens when...' within simple musical structures.</p> <p>Recognise and identify features of expression (phrasing, melody, harmony, different, dynamics, metre</p>	<p>Distinguish differences in timbre and texture between a wide variety of instruments and instrumentation.</p> <p>Identify and discuss 'what happens when...' within simple musical structures.</p> <p>Recognise and identify features of expression (phrasing, melody, harmony, different, dynamics, metre</p>



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<p>name them.</p> <p><b>Appraising:</b></p> <p>Begin to use musical terms (louder/quieter, faster/slower, higher/lower).</p> <p>Begin to articulate how changes in speed, pitch and dynamics effect the mood.</p>	<p>ringing (timbre).</p> <p>Recognise and respond to different changes of speed (tempo)/volume (dynamics) and pitch.</p> <p>Respond through movement/dance to different musical characteristics and moods (angrily, sadly, cheerfully, daintily etc.).</p> <p>Recognise and respond to the mood of a piece of music. Begin to use music terminology when describing how the mood is</p>	<p>terms/language.</p> <p>Identify common characteristics.</p> <p>Recognise some familiar instrumental sounds in recorded music (piano, violin, guitar drums etc).</p> <p>Identify repetition in music ie a song with a chorus.</p> <p>Recognise aurally wooden, metal, skin percussion instruments and begin to know their names.</p> <p>Listen to their</p>	<p>dynamics, metre, texture, timbre).</p> <p>Recognise music from different times and countries identifying key elements that give it its unique sound.</p> <p>Identify repeated rhythmic or melodic phrases in live or recorded music.</p> <p>Identify whether a song has a verse/ chorus or call and response structure.</p> <p>Identify the use</p>	<p>and tempi) in an extract of live or recorded music.</p> <p>Compare two pieces of instrumental music from different countries/times and discuss the similarities and differences.</p> <p>Use musical vocabulary and knowledge to talk about and discuss music from a variety of sources, tradition and cultures, including performances of their own and others'</p>	<p>and tempi) in an extract of live or recorded music.</p> <p>Compare two pieces of instrumental music from different countries/times and discuss the similarities and differences.</p> <p>Use musical vocabulary and knowledge to talk about and discuss music from a variety of sources, tradition and cultures, including performances of their own and others'</p>
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		created (i.e. the mood is sad because the music is played very slowly and quietly).	own compositions and use musical language to describe what.	of metre in 2 or 3 in a piece of recorded or live music.  Recognise the combined effect of layers of sound by listening to their own arrangements, compositions and recordings.	compositions.  Use musical vocabulary and knowledge to help identify areas for development or refinement when composing.	compositions.  Use musical vocabulary and knowledge to help identify areas for development or refinement when composing.
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**Musical Elements:**

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
N/A	<p>Duration – steady beat, short and long sounds.</p> <p>Pitch – high and low.</p> <p>Tempo – fast and slow.</p> <p>Dynamics – loud and quiet.</p> <p>Timbre – the tone quality of the sound – rough, smooth, scratch etc.</p> <p>Structure – phrases of a song, overall</p>	<p>Pitch - high, low, getting higher, getting lower.</p> <p>Dynamics - loud, quiet, getting louder or quieter.</p> <p>Tempo - fast, slow, getting faster or slower.</p> <p>Structure - phrases of a song, overall plan of a piece of music.</p> <p>Timbre - the tone quality of the sound i.e. Smooth scratchy, heavy, light, cold, warm,</p>	<p>Duration – beat (pulse), rhythm, longer, shorter, sustained.</p> <p>Texture – layering of sounds.</p> <p>Tempo – steady, faster, slower.</p> <p>Dynamics – louder, quieter.</p> <p>Structure – beginning, middle, end, repetition.</p> <p>Pitch – notes moving by</p>	<p>Duration–beat (pulse), rhythm, longer, shorter, sustained.</p> <p>Texture – layers of sound.</p> <p>Timbre–different instruments/tone quality.</p> <p>Pitch–pentatonic scales.</p> <p>Structure–repetition, verse chorus/ call and response, plan.</p> <p>Metre–the organisation of beats into</p>	<p>Duration (beat, rhythm, metre).</p> <p>Pitch (melody, harmony), texture.</p> <p>Timbre.</p> <p>Dynamics.</p> <p>Structure.</p> <p>Tempo.</p>	<p>Duration (beat, rhythm, metre).</p> <p>Pitch (melody, harmony), texture.</p> <p>Timbre.</p> <p>Dynamics.</p> <p>Structure.</p> <p>Tempo.</p>



**BISHOP LONSDALE CHURCH OF ENGLAND PRIMARY SCHOOL AND NURSERY**  
*BECOMING INDEPENDENT SUCCESSFUL HONEST OPEN-MINDED PEOPLE*



Music Curriculum Progression of Knowledge and Skills – Charanga Scheme

	plan of a piece.	dull, bright. Duration - long and short sounds, beat, rhythm.	step/leap. Timbre – sound quality of individual instruments.	groups. Tempo–the speed of the music.		
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