

## Music Progression Grid – Class 1

Based on Charanga Scheme A

Autumn 1 Hey you	Autumn 2 Rhythm in the Way we walk and banana rap	Spring 1 In the Groove	Spring 2 – Round and Round	Summer 1 – Your imagination	Summer 2 Reflect, rewind, replay
<p><b>Minimum learning is highlighted      Minimum vocabulary is in bold</b></p>					
<p>To know one <b>song</b> off by heart Hey you by Joanna Mangona</p> <p>A <b>song</b> is – a short piece of music, usually with words.</p> <p>*Hey You is a song where children can learn about the differences between pulse, rhythm and pitch and to learn how to rap and enjoy it in its original form.</p>	<p>To know how to enjoy music by dancing</p>	<p>To know In the Groove off by heart - Off by heart is when we know something without having to look at the lyrics of the song</p>	<p>To know the song 'Round and Round'</p>	<p>To know how to find the pulse</p>	<p>To know how to consolidate all knowledge and skills from the year – See Charanga 'reflect, rewind, replay'</p>
<p>To know what hip hop means – A type of music that was developed in the 1970s, but remains very popular today. It also includes rapping.</p>	<p>To know how to enjoy moving to music by marching</p>	<p>To know and recognise 'blues' music – Blues music is a style of music characterised by its harmonic structure and the notes used to create the melodies.</p>	<p>To know how to find the <b>pulse</b> - the heartbeat or steady beat of a song/ piece of music)</p>	<p>To know how to sing in <b>unison and in 2 parts</b> - <b>Unison</b> is when everyone plays or sings the same music at the same time.</p>	<p>To know how to review the pieces and knowledge and skills from the year</p>
<p>To know what the <b>pulse</b> is - The <b>Pulse</b> is the heartbeat or steady beat of a song/ piece of music)</p>	<p>To know and perform Rhythm in the Way we walk by Joanna Mangona</p>	<p>To know how to talk about <b>pitch</b> – <b>Pitch</b> is a musical dimension that describes the range of high and low sounds.</p>	<p>To know how to clap the <b>rhythm</b> of their name</p>	<p>To know how to clap the rhythm of their name</p>	<p>To know how to compose pieces of music</p>
<p>To know what <b>rhythm</b> is – The <b>rhythm</b> is a musical dimension that describes the combination of long and short sounds to make patterns)</p>	<p>To know what <b>reggae</b> is – Developed in the 1970s and originated from Jamaica (defined by Bob Marley), it has a prominent bass beat and a strong off-beat usually played on the guitar.</p>	<p>To know how to move in time to music</p>	<p>To know how to play notes C and D</p>	<p>To know how play notes C and D</p>	<p>To know how to improvise with music.</p>

To make their own rhythm for others to copy.	To know how to keep the <b>pulse of a piece</b>	To know how to march to a <b>pulse</b> .	To know how to improvise using the note C	To know what a <b>keyboard</b> is and recognise a keyboard – A keyboard is an electric instrument played like a piano. It has a range of pre-recorded sounds.	To know how to perform pieces
	To know how to copy a <b>rhythm</b> they hear - The rhythm is a musical dimension that describes the combination of long and short sounds to make patterns.	To know how to copy a <b>rhythm</b> they hear.	To know how to evaluate a <b>performance</b> – A <b>performance</b> is when someone sings or plays an instrument for others to hear.	To know what a <b>glockenspiel</b> is – A glockenspiel is a percussion musical instrument.	

Disciplinary knowledge and skills

To perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions	To study and understand the works of the great composers and musicians	To learn to sing and to use their voices, to create and compose music on their own and with others	To have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence	To have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence	To understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.
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Some key words will appear more than once which is deliberate across the progression grids as the children are consolidating their learning in different year groups. They will constantly be revisiting learning and embedding their understanding in the subject using key words.