**The Grove Music Progression**

**EYFS Progression of Charanga music scheme**

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| Term | Charanga Unit | Main Songs | Unit Theme |
| Autumn 1 | Me!  *Nursery rhymes* | Pat-a-cake  1, 2, 3, 4, 5, Once I  Caught a Fish Alive  This Old Man  Five Little Ducks  Name Song  Things For Fingers | Growing, homes,  colour, toys, how I  look. |
| Autumn 2 | My stories  *Nursery rhymes* | I’m A Little Teapot  The Grand Old  Duke Of York  Ring O’ Roses  Hickory Dickory  Dock  Not Too Difficult  The ABC Song | Imagination,  Christmas,  festivals, fairies,  pirates, treasure,  superheroes, let's  pretend, once  upon a time. |
| Spring 1 | Everyone!  *Nursery Rhymes* | Wind The Bobbin  Up  Rock-a-bye Baby  Five Little Monkeys  Jumping On The  Bed  Twinkle Twinkle  If You're Happy And  You Know I t  Head, Shoulders,  Knees And Toes | Family, friends,  people, music from  around the world. |
| Spring 2 | Our world  *Nursery Rhymes* | Old Macdonald  Incy Wincy Spider  Baa Baa Black  Sheep  Row, Row, Row Your  Boat  The Wheels On The  Bus  The Hokey Cokey | Animals, j ungle,  minibeasts, night  and day, sand and  water, seaside,  seasons, weather,  sea, space. |
| Summer 1 | Big bear funk  *Funk* | Big Bear Funk | Transition unit. |
| Summer 2 | Reflect, rewind and replay | Big Bear Funk  Baa Baa Black Sheep  Twinkle Twinkle  Incy Wincy Spider  Rock-a-bye Baby  Row, Row, Row Your  Boat | Consolidate learning  and contextualise the  history of music. |

Listen and Respond

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| Knowledge | Skills |
| 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. |

Explore and Create

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| Knowledge | Skills |
| To know that we can move with the pulse of the music.  To know that the words of songs can tell stories and paint pictures. | There are progressive Music Activities within each unit that embed pulse, rhythm and pitch. C hildren listen to and work with the Games Track to  complete the following i n relation to the main song:  Activity A Games Track  FInd the pulse by copying a character i n a nursery rhyme, i magining  a similar character or object and finding different ways to keep the  pulse.  Activity B C opycat Rhythm  Copy basic rhythm patterns of single words, building to short phrases  from the song/s.  Activity C High and Low  Explore high and low using voices and sounds of characters i n the  songs. Listen to high-pitched and low-pitched sounds on a  glockenspiel.  Activity D Create Your Own Sounds  Invent a pattern using one pitched note, keep the pulse throughout  with a single note and begin to create simple 2-note patterns to  accompany the song.  Extension Activity  Adding a 2-note melody to the rhythm of the words.  Playing with two pitched notes to i nvent musical patterns. |

Singing

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| Knowledge | Skills |
| 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. |

Share and Perform

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| Knowledge | Skills |
| A performance i s sharing music. | Perform any of the nursery rhymes by singing and adding actions or  dance.  Perform any nursery rhymes or songs adding a simple i nstrumental  part.  Record the performance to talk about. |

**KS1 2 year Progression of Skills Charanga music scheme**

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| Year 2019-2020 | | | | | |
| Grove Topic | Charanga Unit | Progression of Instrumental skills | Progression of Improvisation skills | Progression of composition skills | Theme of unit |
| Marvelous Monsters | The Dragon Song (Year 3)  *Trad. Western* |  |  |  | Mini beasts |
| I do like to be beside the seaside | Bringing us together (Year 3)  *disco* |  |  |  | Oceans. Seas and rivers |
| Through the keyhole | Friendship Song  *Western pop* | C G,E E,G,A,B C,D,E,F,G,A,B  Crotchet,  Dotted Minim  and Rests  Crotchets and  Rests  Quvers , | C C,D C,D | C,D C,D,E C,D,E,G,A | Pop, soul, film, musicals |
| Jack and his amazing beanstalk | In the Groove  *Blues, Latin, Folk, Funk, Baroque, Bhangra* | C C,D C,D C,G,A,C Crotchets  Quavers | C,D C,D,E C,D,E,F,G | C,D C,D,E C,D,E,F,G | How to be in the  groove with  different styles of  music. |
| Year 2020-2021 | | | | | |
| Up, up and away | Let your spirit fly  *RnB* |  |  |  | Journeys |
| Superheroes | Hey you!  *Hip Hop* | C C C,G C,G Crotchets  Semi-quavers,  Quavers | C,D C,D,E C,D,E,F,G | C,D C,D,E C,D,E,F,G | How pulse, rhythm  and pitch work  together. |
| On Safari | Zoo time  *Reggae* | C C,D C,D C,D Crotchets  Quavers | C,D C,D,E C,D,E,F,G | C,D C,D,E C,D,E,F,G | Reggae and animals |
| Twisted tales | Your imagination  *Trad. Call and response* | C G C E G E G A Semibreves  Crotchets,  Minims and  Semibreves | C,D using instruments and/or clap and sing | C,D C,D,E C,D,E,G,A | Using your  imagination. |

Listen and Appraise

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| Knowledge | Skills |
| To know five songs off by heart.  To know some songs have a chorus or a response/answer part.  To know that songs have a musical style. | To learn how they can enjoy moving to music by dancing, marching,  being animals or pop stars.  To learn how songs can tell a story or describe an idea. |

Games

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| Knowledge | Skills |
| To know that music has a steady pulse, like a heartbeat.  To know that we can create rhythms from words, our names, favourite  food, colours and animals.  Rhythms are different from the steady pulse.  We add high and low sounds, pitch, when we sing and play our  instruments. | There are progressive Warm-up Games and Challenges within each Unit that  embed pulse, rhythm and pitch. Children will complete the following in  relation to the main song :  Game 1 – Have Fun Finding the Pulse!  FInd the pulse. Choose an animal and find the pulse.  Game 2 – Rhythm Copy Back  Listen to the rhythm and clap back. Copy back short rhythmic phrases  based on words, with one and two syllables whilst marching the  steady beat.  Game 3 – Rhythm Copy Back, Your Turn  Create rhythms for others to copy.  Game 4 – Pitch Copy Back and Vocal Warm-up 1  Listen and sing back. Use your voices to copy back using ‘la’, whilst  marching the steady beat.  Game 4a – Pitch Copy Back and Vocal Warm-up 2  Listen and sing back, and some different vocal warm-ups. Use your  voices to copy back using ‘la’. |

Singing

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| Knowledge | Skills |
| To confidently know and sing five songs from memory.  To know that unison is everyone singing at the same time.  Songs include other ways of using the voice e.g. rapping (spoken  word).  To know why we need to warm up our voices. | Learn about voices singing notes of different pitches (high and low).  Learn that they can make different types of sounds with their voices –  you can rap (spoken word with rhythm).  Learn to find a comfortable singing position.  Learn to start and stop singing when following a leader. |

Playing

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| Knowledge | Skills |
| Learn the names of the notes in their instrumental part from memory  or when written down.  Know the names of untuned percussion instruments played in class. | Treat instruments carefully and with respect.  Learn to play a tuned instrumental part that matches their musical  challenge, using one of the differentiated parts (a one-note, simple or  medium part).  Play the part in time with the steady pulse.  Listen to and follow musical instructions from a leader. |

**Year 3/4 Progression of Skills 2 year Charanga music scheme**

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| Year 2019-2020 | | | | | |
| Grove topic | Charanga Unit | Progression of instrumental skills | Progression of improvisation skills | Progression of composition skills | Theme of unit |
| What was it like to be a child in the war? | Glockenspiel 1 | Multiple  songs  C,D,E,F C,D,E,F C,D,E,F  Crotchets and  Minims and  rests | C, D C, D | C,D,E,F C,D,E,F | Exploring &  developing playing  skills |
| Change and discovery | Stop!  *Rap* | Singing, rapping and lyric composition | Singing, rapping and lyric composition | Singing, rapping and lyric composition | Writing lyrics linked to a  theme |
| What did the Romans do for us? | 3 little birds  *Reggae* | G B,C G,A,B,C,D,E,F  Crotchets and  rests  Quavers,  Crotchets,  Minims and  rest | G,A G,A,B G,A,B,D,E | G,A G,A,B G,A,B,D,E | Reggae and animals |
| Year 2020-2021 | | |  |  |  |
| Can we be archaeologists? | Glockenspiel 2 | Multiple  songs  C,D,E,F,G C,D,E,F,G C,D,E,F,G  Semibreves  and rests  Crotchets,  Minims and  rests  Quavers, | N/A | C,D,E | Exploring and  developing  playing skills  using the  glockenspiel |
| Can we be a Devon detective? | Blackbird  *Folk* | C D,C C,D,E C,D,E,F,G  Dotted  Minims,,  Semibreves  Crotchets,  Semibreves,  Minims | C C,D C,D,E | C,D C,D,E C,D,E,G,A | The Beatles, equality and  civil rights |
| What was so special about the Egyptians? | Mamma Mia  *Pop* | G G G,A G,A,B,C Crotchets  Quavers, | G,A G,A,B G,A,B,D,E | G,A G,A,B G,A,B,D,E | ABBA’s music |

Listen and Appraise

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| Knowledge | Skills |
| To know five songs from memory and who sang them or wrote them.  To know the style of the five songs.  To choose one song and be able to talk about:  Some of the style indicators of that song (musical characteristics that  give the song its style).  The lyrics: what the song is about.  Any musical dimensions featured in the song and where they are used  (texture, dynamics, tempo, rhythm and pitch).  Identify the main sections of the song (introduction, verse, chorus etc).  Name some of the instruments they heard in the song. | To confidently identify and move to the pulse.  To talk about the musical dimensions working together in the Unit  songs eg if the song gets louder in the chorus (dynamics).  Talk about the music and how it makes them feel.  Listen carefully and respectfully to other people’s thoughts about the  music.  When you talk try to use musical words. |

Games

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| Knowledge | Skills |
| Know and be able to talk about:  How pulse, rhythm and pitch work together  Pulse: Finding the pulse – the heartbeat of the music  Rhythm: the long and short patterns over the pulse  Know the difference between pulse and rhythm  Pitch: High and low sounds that create melodies  How to keep the internal pulse  Musical Leadership: creating musical ideas for the group to copy or  respond to | Using the Warm up Games tracks provided, complete the Bronze, Silver and  Gold Challenges. Children will complete the following in relation to the main  song, using two notes:  1. Find the Pulse  2. Rhythm Copy Back:  a. Bronze: Clap and say back rhythms  b. Silver: Create your own simple rhythm patterns  c. Gold: Perhaps lead the class using their simple rhythms  3. Pitch Copy Back Using 2 Notes  a. Bronze: Copy back – ‘Listen and sing back’ (no notation)  b. Silver: Copy back with instruments, without then with notation  c. Gold: Copy back with instruments, without and then with  notation  4. Pitch Copy Back and Vocal Warm-ups |

Singing

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| Knowledge | Skills |
| To know and be able to talk about:  Singing in a group can be called a choir  Leader or conductor: A person who the choir or group follow  Songs can make you feel different things e.g. happy, energetic or sad  Singing as part of an ensemble or large group is fun, but that you must  listen to each other  Texture: How a solo singer makes a thinner texture than a large group  To know why you must warm up your voice | To sing in unison and in simple two-parts.  To demonstrate a good singing posture.  To follow a leader when singing.  To enjoy exploring singing solo.  To sing with awareness of being ‘in tune’.  To rejoin the song if lost.  To listen to the group when singing. |

Playing

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| Knowledge | Skills |
| To know and be able to talk about:  The instruments used in class (a glockenspiel, recorder or xylophone).  Other instruments they might play or be played in a band or orchestra  or by their friends. | To treat instruments carefully and with respect.  Play any one, or all four, differentiated parts on a tuned instrument – a  one-note, simple or medium part or the melody of the song from  memory or using notation.  To rehearse and perform their part within the context of the Unit song.  To listen to and follow musical instructions from a leader.  To experience leading the playing by making sure everyone plays in  the playing section of the song. |

Improvisation

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| Knowledge | Skills |
| To know and be able to talk about improvisation:  Improvisation is making up your own tunes on the spot  When someone improvises, they make up their own tune that has  never been heard before. It is not written down and belongs to them.  To know that using one or two notes confidently is better than using  five  To know that if you improvise using the notes you are given, you  cannot make a mistake  To know that you can use some of the riffs you have heard in the  Challenges in your improvisations | Improvise using instruments in the context of a song they are learning to perform. Use the improvisation tracks provided and improvise using the  Bronze, Silver or Gold Challenges.  Bronze Challenge:  ○ Copy Back – Listen and sing back melodic patterns  ○ Play and Improvise – Using instruments, listen and play your  own answer using one note.  ○ Improvise! – Take it in turns to improvise using one note.  Silver Challenge:  ○ Sing, Play and Copy Back – Listen and copy back using  instruments, using two different notes.  ○ Play and Improvise – Using your instruments, listen and play  your own answer using one or two notes.  ○ Improvise! – Take it in turns to improvise using one or two  notes.  Gold Challenge:  ○ Sing, Play and Copy Back – Listen and copy back using  instruments, two different notes.  ○ Play and Improvise – Using your instruments, listen and play  your own answer using two different notes.  ○ Improvise! – Take it in turns to improvise using three different  notes. |

Composition

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| Knowledge | Skills |
| To know and be able to talk about:  A composition: music that is created by you and kept in some way. It’s  like writing a story. It can be played or performed again to your friends.  Different ways of recording compositions (letter names, symbols,  audio etc.) | Help create at least one simple melody using one, three or all five  different notes.  Plan and create a section of music that can be performed within the  context of the unit song.  Talk about how it was created.  Listen to and reflect upon the developing composition and make  musical decisions about pulse, rhythm, pitch, dynamics and tempo.  Record the composition in any way appropriate that recognises the  connection between sound and symbol (e.g. graphic/pictorial  notation). |

Performance

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| Knowledge | Composition |
| To know and be able to talk about:  Performing is sharing music with other people, an audience  A performance doesn’t have to be a drama! It can be to one person or  to each other  You need to know and have planned everything that will be performed  You must sing or rap the words clearly and play with confidence  A performance can be a special occasion and involve an audience  including of people you don’t know  It is planned and different for each occasion  It involves communicating feelings, thoughts and ideas about the  song/music | To choose what to perform and create a programme.  Present a musical performance designed to capture the audience.  To communicate the meaning of the words and clearly articulate them.  To talk about the best place to be when performing and how to stand  or sit.  To record the performance and say how they were feeling, what they  were pleased with what they would change and why. |

**Year 5/6 Progression of Skills 2 year Charanga Music scheme**

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| Year 2019-2020 | | |  |  |  |
| Grove topic | Charanga Unit | Progression of instrumental skills | Progression of improvisation skills | Progression of composition skills | Theme of unit |
| Can the rainforests survive us? | Don’t Stop Believin’  *Rock* | Plastic |  |  |  |
| The Times they are a changin’ | Fresh Prince of Bel Air  *Hip Hop* | A Minor  D,A A,G C,D,E,F,G,A Minims  Quavers,  Crotchets  Semibreves | D,E D,E,F D,E,F,G,A | D,E D,E,F D,E,F,G,A | Old School Hip-Hop |
| It’s all Greek to me1 | Happy  *Pop* | C Major G,A B,A,G E,D,C,B,A,G,E  Minims and  rests  Semibreves,  Quavers,  Dotted  Crotchets,  Minims,  Semibreves | A A,G A,G,B | A,G A,G,B C,E,G,A,B | Being happy! |
| AD 900 Here and there – what is happening in the Arab kingdom compared to Britain? | WCET/  Classroom Jazz 1  *Jazz* | G G,A,B D,E,G,A,B D,E,F,G,A,B  Crotchets and  Rests | G,A G,A,B G,A,B | N/A | Jazz and  Improvisation |
| Year 2020-2021 | | |  |  |  |
| Viking Invaders – what im;pact did they have on us? | Dancin’ in the street  *Rhythm and Blues/Soul* | F Major F F, G D,F,G,A Semibreves  Quavers,  Crotchets and  rests | F F,G F,G,A | F,G F,G,A F,G,A,C,D | Motown |
| Could we survive a natural disaster? | You’ve got a friend  *Folk rock* | C G,A,B C,D,E C,D,E,F,G,A,B  Minims and  rests  Crotchets,  Quavers,  dotted notes  and rests  Quavers,  Minims,  Dotted  Minims | E E,G E,G,A | A,G A,G,E E,G,A,C,D | The music of Carole  King |
| From moor to sea – where does the water go? | WCET based on Devon Hub availability/Classroom jazz 2 | C Major  C,D,E,F,G,A,B,  C  C,D,E,F,G,A,B,  C  C,D,E,F,G,A,B,  C  Crotchets and  Quavers | C,D,E C,D,E,F,G  C,D,E,F,G,A,B,  C | N/A | Jazz, improvisation  and composition |

Listen and Appraise

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| Knowledge | Skills |
| To know five songs from memory, who sang or wrote them, when they  were written and why?  To know the style of the songs and to name other songs from the  Units in those styles.  To choose three or four other songs and be able to talk about:  ○ The style indicators of the songs (musical characteristics that  give the songs their style)  ○ The lyrics: what the songs are about  ○ Any musical dimensions featured in the songs and where they  are used (texture, dynamics, tempo, rhythm, pitch and timbre)  ○ Identify the structure of the songs (intro, verse, chorus etc.)  ○ Name some of the instruments used in the songs  ○ The historical context of the songs. What else was going on at  this time, musically and historically?  ○ Know and talk about that fact that we each have a musical  identity | To identify and move to the pulse with ease.  To think about the message of songs.  To compare two songs in the same style, talking about what stands  out musically in each of them, their similarities and differences.  Listen carefully and respectfully to other people’s thoughts about the  music.  Use musical words when talking about the songs.  To talk about the musical dimensions working together in the Unit  songs.  Talk about the music and how it makes you feel, using musical  language to describe the music. |

Games

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| Knowledge | Skills |
| Know and be able to talk about:  How pulse, rhythm, pitch, tempo, dynamics, texture and structure  work together to create a song or music  How to keep the internal pulse  Musical Leadership: creating musical ideas for the group to copy or  respond to | Using the Warm up Games tracks provided, complete the Bronze, Silver and  Gold Challenges. Children will complete the following in relation to the main  song, using three notes:  Bronze Challenge  Find the pulse  Copy back rhythms based on the words of the main song, that  include syncopation/off beat  Copy back one-note riffs using simple and syncopated rhythm  patterns  Silver Challenge  Find the pulse  Lead the class by inventing rhythms for others to copy back  Copy back two-note riffs by ear and with notation  Question and answer using two different notes  Gold Challenge  Find the pulse  Lead the class by inventing rhythms for them to copy back  Copy back three-note riffs by ear and with notation  Question and answer using three different notes |

Singing

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| Knowledge | Skills |
| To know and confidently sing five songs and their parts from memory,  and to sing them with a strong internal pulse.  To know about the style of the songs so you can represent the feeling  and context to your audience  To choose a song and be able to talk about:  ○ Its main features  ○ Singing in unison, the solo, lead vocal, backing vocals or  rapping  ○ To know what the song is about and the meaning of the lyrics  ○ To know and explain the importance of warming up your voice | To sing in unison and to sing backing vocals.  To demonstrate a good singing posture.  To follow a leader when singing.  To experience rapping and solo singing.  To listen to each other and be aware of how you fit into the group.  To sing with awareness of being ‘in tune’. |

Playing

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| Knowledge | Skills |
| To know and be able to talk about:  Different ways of writing music down – e.g. staff notation, symbols  The notes C, D, E, F, G, A, B + C on the treble stave  The instruments they might play or be played in a band or orchestra  or by their friends | Play a musical instrument with the correct technique within the  context of the Unit song.  Select and learn an instrumental part that matches their musical  challenge, using one of the differentiated parts – a one-note, simple  or medium part or the melody of the song from memory or using  notation.  To rehearse and perform their part within the context of the Unit song.  To listen to and follow musical instructions from a leader.  To lead a rehearsal session. |

Improvisation

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| Knowledge | Skills |
| To know and be able to talk about improvisation:  Improvisation is making up your own tunes on the spot  When someone improvises, they make up their own tune that has  never been heard before. It is not written down and belongs to them.  To know that using one, two or three notes confidently is better than  using five  To know that if you improvise using the notes you are given, you  cannot make a mistake  To know that you can use some of the riffs and licks you have learnt  in the Challenges in your improvisations  To know three well-known improvising musicians | Improvise using instruments in the context of a song to be performed. Use the  improvisation tracks provided and improvise using the Bronze, Silver or Gold  Challenges.  1. Play and Copy Back  ○ Bronze – Copy back using instruments. Use one note.  ○ Silver – Copy back using instruments. Use the two notes.  ○ Gold – Copy back using instruments. Use the three notes.  2. Play and Improvise You will be using up to three notes:  ○ Bronze – Question and Answer using instruments. Use one  note in your answer.  ○ Silver – Question and Answer using instruments. Use two  notes in your answer. Always start on a G.  ○ Gold – Question and Answer using instruments. Use three  notes in your answer. Always start on a G.  3. Improvisation! You will be using up to three notes. The notes will be  provided on-screen and in the lesson plan:  ○ Bronze – Improvise using one note.  ○ Silver – Improvise using two notes.  ○ Gold – Improvise using three notes.  Classroom Jazz 2 – Improvise with a feeling for the style of Bossa Nova and  Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern) |

Composition

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| Knowledge | Performance |
| To know and be able to talk about:  A composition: music that is created by you and kept in some way.  It’s like writing a story. It can be played or performed again to your  friends.  A composition has pulse, rhythm and pitch that work together and are  shaped by tempo, dynamics, texture and structure  Notation: recognise the connection between sound and symbol | Create simple melodies using up to five different notes and simple  rhythms that work musically with the style of the Unit song.  Explain the keynote or home note and the structure of the melody.  Listen to and reflect upon the developing composition and make  musical decisions about how the melody connects with the song.  Record the composition in any way appropriate that recognises the  connection between sound and symbol (e.g. graphic/pictorial  notation). |

Performance

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| --- | --- |
| Knowledge | Skills |
| To know and be able to talk about:  Performing is sharing music with an audience with belief  A performance doesn’t have to be a drama! It can be to one person or  to each other  Everything that will be performed must be planned and learned  You must sing or rap the words clearly and play with confidence  A performance can be a special occasion and involve an audience  including of people you don’t know  It is planned and different for each occasion  A performance involves communicating ideas, thoughts and feelings  about the song/music | To choose what to perform and create a programme.  To communicate the meaning of the words and clearly articulate  them.  To talk about the venue and how to use it to best effect.  To record the performance and compare it to a previous performance.  To discuss and talk musically about it – “What went well?” and “It  would have been even better if...?” |