**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-cake1, 2, 3, 4, 5, Once ICaught a Fish AliveThis Old ManFive Little DucksName SongThings For Fingers | Growing, homes,colour, toys, how Ilook. |
| Autumn 2 | My stories*Nursery rhymes* | I’m A Little TeapotThe Grand OldDuke Of YorkRing O’ RosesHickory DickoryDockNot Too DifficultThe ABC Song | Imagination,Christmas,festivals, fairies,pirates, treasure,superheroes, let'spretend, onceupon a time. |
| Spring 1 | Everyone!*Nursery Rhymes* | Wind The BobbinUpRock-a-bye BabyFive Little MonkeysJumping On TheBedTwinkle TwinkleIf You're Happy AndYou Know I tHead, Shoulders,Knees And Toes | Family, friends,people, music fromaround the world. |
| Spring 2 | Our world*Nursery Rhymes* | Old MacdonaldIncy Wincy SpiderBaa Baa BlackSheepRow, Row, Row YourBoatThe Wheels On TheBusThe Hokey Cokey | Animals, j ungle,minibeasts, nightand day, sand andwater, seaside,seasons, weather,sea, space. |
| Summer 1 | Big bear funk*Funk* | Big Bear Funk | Transition unit. |
| Summer 2 | Reflect, rewind and replay | Big Bear FunkBaa Baa Black SheepTwinkle TwinkleIncy Wincy SpiderRock-a-bye BabyRow, Row, Row YourBoat | Consolidate learningand contextualise thehistory 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 orPop 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 tocomplete the following i n relation to the main song:Activity A Games TrackFInd the pulse by copying a character i n a nursery rhyme, i magininga similar character or object and finding different ways to keep thepulse.Activity B C opycat RhythmCopy basic rhythm patterns of single words, building to short phrasesfrom the song/s.Activity C High and LowExplore high and low using voices and sounds of characters i n thesongs. Listen to high-pitched and low-pitched sounds on aglockenspiel.Activity D Create Your Own SoundsInvent a pattern using one pitched note, keep the pulse throughoutwith a single note and begin to create simple 2-note patterns toaccompany the song. Extension ActivityAdding 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 ordance.Perform any nursery rhymes or songs adding a simple i nstrumentalpart.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,BCrotchet,Dotted Minimand RestsCrotchets andRestsQuvers ,  | 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 thegroove withdifferent styles ofmusic. |
| Year 2020-2021 |
| Up, up and away | Let your spirit fly*RnB* |  |  |  | Journeys |
| Superheroes | Hey you!*Hip Hop* | C C C,G C,G CrotchetsSemi-quavers,Quavers | C,D C,D,E C,D,E,F,G | C,D C,D,E C,D,E,F,G | How pulse, rhythmand pitch worktogether. |
| On Safari | Zoo time*Reggae* | C C,D C,D C,D CrotchetsQuavers  | 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 SemibrevesCrotchets,Minims andSemibreves | C,D using instruments and/or clap and sing | C,D C,D,E C,D,E,G,A | Using yourimagination. |

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, favouritefood, colours and animals.Rhythms are different from the steady pulse. We add high and low sounds, pitch, when we sing and play ourinstruments. | There are progressive Warm-up Games and Challenges within each Unit thatembed pulse, rhythm and pitch. Children will complete the following inrelation 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 BackListen to the rhythm and clap back. Copy back short rhythmic phrasesbased on words, with one and two syllables whilst marching thesteady beat.Game 3 – Rhythm Copy Back, Your TurnCreate rhythms for others to copy.Game 4 – Pitch Copy Back and Vocal Warm-up 1Listen and sing back. Use your voices to copy back using ‘la’, whilstmarching the steady beat.Game 4a – Pitch Copy Back and Vocal Warm-up 2Listen and sing back, and some different vocal warm-ups. Use yourvoices 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 (spokenword).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 memoryor 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 musicalchallenge, using one of the differentiated parts (a one-note, simple ormedium 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 | MultiplesongsC,D,E,F C,D,E,F C,D,E,FCrotchets andMinims andrests | C, D C, D | C,D,E,F C,D,E,F | Exploring &developing playingskills |
| Change and discovery | Stop!*Rap* | Singing, rapping and lyric composition | Singing, rapping and lyric composition | Singing, rapping and lyric composition | Writing lyrics linked to atheme |
| What did the Romans do for us? | 3 little birds*Reggae* | G B,C G,A,B,C,D,E,FCrotchets andrestsQuavers,Crotchets,Minims andrest | 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 | MultiplesongsC,D,E,F,G C,D,E,F,G C,D,E,F,GSemibrevesand restsCrotchets,Minims andrestsQuavers, | N/A | C,D,E | Exploring anddevelopingplaying skillsusing theglockenspiel |
| Can we be a Devon detective? | Blackbird*Folk* | C D,C C,D,E C,D,E,F,GDottedMinims,,SemibrevesCrotchets,Semibreves,Minims | C C,D C,D,E | C,D C,D,E C,D,E,G,A | The Beatles, equality andcivil 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 thatgive 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 Unitsongs 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 themusic.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 togetherPulse: Finding the pulse – the heartbeat of the musicRhythm: the long and short patterns over the pulseKnow the difference between pulse and rhythmPitch: High and low sounds that create melodiesHow to keep the internal pulseMusical Leadership: creating musical ideas for the group to copy orrespond to | Using the Warm up Games tracks provided, complete the Bronze, Silver andGold Challenges. Children will complete the following in relation to the mainsong, using two notes:1. Find the Pulse2. Rhythm Copy Back:a. Bronze: Clap and say back rhythmsb. Silver: Create your own simple rhythm patternsc. Gold: Perhaps lead the class using their simple rhythms3. Pitch Copy Back Using 2 Notesa. Bronze: Copy back – ‘Listen and sing back’ (no notation)b. Silver: Copy back with instruments, without then with notationc. Gold: Copy back with instruments, without and then withnotation4. 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 choirLeader or conductor: A person who the choir or group followSongs can make you feel different things e.g. happy, energetic or sadSinging as part of an ensemble or large group is fun, but that you mustlisten to each otherTexture: How a solo singer makes a thinner texture than a large groupTo 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 orchestraor by their friends. | To treat instruments carefully and with respect.Play any one, or all four, differentiated parts on a tuned instrument – aone-note, simple or medium part or the melody of the song frommemory 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 inthe 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 spotWhen someone improvises, they make up their own tune that hasnever been heard before. It is not written down and belongs to them.To know that using one or two notes confidently is better than usingfiveTo know that if you improvise using the notes you are given, youcannot make a mistakeTo know that you can use some of the riffs you have heard in theChallenges 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 theBronze, Silver or Gold Challenges.Bronze Challenge:○ Copy Back – Listen and sing back melodic patterns○ Play and Improvise – Using instruments, listen and play yourown 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 usinginstruments, using two different notes.○ Play and Improvise – Using your instruments, listen and playyour own answer using one or two notes.○ Improvise! – Take it in turns to improvise using one or twonotes.Gold Challenge:○ Sing, Play and Copy Back – Listen and copy back usinginstruments, two different notes.○ Play and Improvise – Using your instruments, listen and playyour own answer using two different notes.○ Improvise! – Take it in turns to improvise using three differentnotes. |

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’slike 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 fivedifferent notes.Plan and create a section of music that can be performed within thecontext of the unit song.Talk about how it was created.Listen to and reflect upon the developing composition and makemusical decisions about pulse, rhythm, pitch, dynamics and tempo.Record the composition in any way appropriate that recognises theconnection between sound and symbol (e.g. graphic/pictorialnotation). |

Performance

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| Knowledge | Composition |
| To know and be able to talk about:Performing is sharing music with other people, an audienceA performance doesn’t have to be a drama! It can be to one person orto each otherYou need to know and have planned everything that will be performedYou must sing or rap the words clearly and play with confidenceA performance can be a special occasion and involve an audienceincluding of people you don’t knowIt is planned and different for each occasionIt involves communicating feelings, thoughts and ideas about thesong/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 standor sit.To record the performance and say how they were feeling, what theywere 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 MinimsQuavers,CrotchetsSemibreves | 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,EMinims andrestsSemibreves,Quavers,DottedCrotchets,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,BCrotchets andRests | G,A G,A,B G,A,B | N/A | Jazz andImprovisation |
| 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 SemibrevesQuavers,Crotchets andrests | 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,BMinims andrestsCrotchets,Quavers,dotted notesand restsQuavers,Minims,DottedMinims | E E,G E,G,A | A,G A,G,E E,G,A,C,D | The music of CaroleKing |
| From moor to sea – where does the water go? | WCET based on Devon Hub availability/Classroom jazz 2 | C MajorC,D,E,F,G,A,B,CC,D,E,F,G,A,B,CC,D,E,F,G,A,B,CCrotchets andQuavers | C,D,E C,D,E,F,GC,D,E,F,G,A,B,C | N/A | Jazz, improvisationand composition |

Listen and Appraise

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| Knowledge | Skills |
| To know five songs from memory, who sang or wrote them, when theywere written and why?To know the style of the songs and to name other songs from theUnits in those styles.To choose three or four other songs and be able to talk about:○ The style indicators of the songs (musical characteristics thatgive the songs their style)○ The lyrics: what the songs are about○ Any musical dimensions featured in the songs and where theyare 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 atthis time, musically and historically?○ Know and talk about that fact that we each have a musicalidentity | 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 standsout musically in each of them, their similarities and differences.Listen carefully and respectfully to other people’s thoughts about themusic.Use musical words when talking about the songs.To talk about the musical dimensions working together in the Unitsongs.Talk about the music and how it makes you feel, using musicallanguage 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 structurework together to create a song or musicHow to keep the internal pulseMusical Leadership: creating musical ideas for the group to copy orrespond to | Using the Warm up Games tracks provided, complete the Bronze, Silver andGold Challenges. Children will complete the following in relation to the mainsong, using three notes:Bronze ChallengeFind the pulseCopy back rhythms based on the words of the main song, thatinclude syncopation/off beatCopy back one-note riffs using simple and syncopated rhythmpatternsSilver ChallengeFind the pulseLead the class by inventing rhythms for others to copy backCopy back two-note riffs by ear and with notationQuestion and answer using two different notesGold ChallengeFind the pulseLead the class by inventing rhythms for them to copy backCopy back three-note riffs by ear and with notationQuestion 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 feelingand context to your audienceTo choose a song and be able to talk about:○ Its main features○ Singing in unison, the solo, lead vocal, backing vocals orrapping○ 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, symbolsThe notes C, D, E, F, G, A, B + C on the treble staveThe instruments they might play or be played in a band or orchestraor by their friends | Play a musical instrument with the correct technique within thecontext of the Unit song.Select and learn an instrumental part that matches their musicalchallenge, using one of the differentiated parts – a one-note, simpleor medium part or the melody of the song from memory or usingnotation.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 spotWhen someone improvises, they make up their own tune that hasnever been heard before. It is not written down and belongs to them.To know that using one, two or three notes confidently is better thanusing fiveTo know that if you improvise using the notes you are given, youcannot make a mistakeTo know that you can use some of the riffs and licks you have learntin the Challenges in your improvisationsTo know three well-known improvising musicians | Improvise using instruments in the context of a song to be performed. Use theimprovisation tracks provided and improvise using the Bronze, Silver or GoldChallenges.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 onenote in your answer.○ Silver – Question and Answer using instruments. Use twonotes in your answer. Always start on a G.○ Gold – Question and Answer using instruments. Use threenotes in your answer. Always start on a G.3. Improvisation! You will be using up to three notes. The notes will beprovided 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 andSwing 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 yourfriends.A composition has pulse, rhythm and pitch that work together and areshaped by tempo, dynamics, texture and structureNotation: recognise the connection between sound and symbol | Create simple melodies using up to five different notes and simplerhythms 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 makemusical decisions about how the melody connects with the song.Record the composition in any way appropriate that recognises theconnection between sound and symbol (e.g. graphic/pictorialnotation). |

Performance

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| --- | --- |
| Knowledge | Skills |
| To know and be able to talk about:Performing is sharing music with an audience with beliefA performance doesn’t have to be a drama! It can be to one person orto each otherEverything that will be performed must be planned and learnedYou must sing or rap the words clearly and play with confidenceA performance can be a special occasion and involve an audienceincluding of people you don’t knowIt is planned and different for each occasionA performance involves communicating ideas, thoughts and feelingsabout the song/music | To choose what to perform and create a programme.To communicate the meaning of the words and clearly articulatethem.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 “Itwould have been even better if...?” |