

Updated Sept 2021	Music Essential Knowledge: Progression document				
Embedding our learning culture	Curricular Goal: Know how to apply knowledge of the interrelated dimensions of music to appraise, create, perform and share music KS2: How can I show that I have knowledge of music to listen, appraise, create, perform and share? KS1: How can I show that I have the knowledge needed to listen, make and perform music?				
Safe online safety (Charanga) positive attitudes to learning visits British Values Achieving alteration in LTM building knowledge including knowledge checks and mini knowledge checks building confidence high expectations personalised learning Nurtured dialogic approach		Reception Units of Essential Knowledge	Year 1 & 2 Units of Essential Knowledge	Year 3 & 4 Units of Essential Knowledge	Year 5 & 6 Units of Essential Knowledge
			A and B	A and B	A and B
	Component 1: Know the vocabulary to be able to respond to and appraise music		Names of composers and musicians and their musical period		
		The meaning of pulse <ul style="list-style-type: none"> move in time with music express like or dislike 	The meaning of pulse, rhythm and pitch <ul style="list-style-type: none"> express like or dislike move in time with music 	The meaning of dynamics, timbre, structure, pulse, rhythm and pitch <ul style="list-style-type: none"> express like or dislike Y3/4 AU A Sci: sound	The meaning of dynamics, timbre, structure, pulse, rhythm, texture, structure, tempo and pitch <ul style="list-style-type: none"> express like or dislike
	Component 2: Know songs to be able to sing	Songs and nursery rhymes <ul style="list-style-type: none"> to sing 	Songs, speaking chants and rhymes <ul style="list-style-type: none"> to sing 	Songs in solo and ensemble <ul style="list-style-type: none"> to sing with increasing accuracy, fluency, control and expression 	
Component 3: Know the vocabulary and apply it when play instruments		The meaning of pulse, rhythm and pitch <ul style="list-style-type: none"> when playing tuned and untuned instruments 	The meaning of dynamics, timbre, structure, pulse, rhythm and pitch <ul style="list-style-type: none"> when playing musical instruments with increasing accuracy, fluency, control and expression 	The meaning of dynamics, timbre, structure, pulse, rhythm, texture, structure, tempo and pitch <ul style="list-style-type: none"> when playing musical instruments with increasing accuracy, fluency, control and expression 	

<p>learning from mistakes</p> <p>development of cultural capital: enhancements clubs</p> <p>Included pupils supported to meet endpoints British Values</p>	<p>Component 4: Know the vocabulary and apply it when improvising</p>		<p>The meaning of pulse, rhythm and pitch</p> <ul style="list-style-type: none"> to create, select and combine sounds 	<p>The meaning of dynamics, timbre, structure, pulse, rhythm and pitch</p> <ul style="list-style-type: none"> to improvise music for a range of purposes 	<p>The meaning of dynamics, timbre, structure, pulse, rhythm, texture, structure, tempo and pitch</p> <ul style="list-style-type: none"> to improvise music for a range of purposes 	
<p>Responsible looking after instruments</p> <p>Respected development of interpersonal skills: the whole child</p> <p>Healthy and Active hygiene (sharing instruments)</p>	<p>Component 5: Know the vocabulary and apply it when composing</p>				<p>Knowledge of dynamics, timbre, structure, pulse, rhythm and pitch</p> <ul style="list-style-type: none"> to compose music for a range of purposes using non-standard musical notations 	<p>Knowledge of dynamics, timbre, structure, pulse, rhythm, texture, structure, tempo and pitch</p> <ul style="list-style-type: none"> to compose music for a range of purposes using stave notations

Charanga Musical School Scheme offers an integrated, practical, exploratory and child-led approach to musical learning.

Charanga Musical School Units of Work enable children to understand musical concepts through a repetition-based approach to learning. Knowledge and skills are learnt, applied and practiced through different musical genres.