

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

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

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.