



Granular expectations and progression

Listening	Rhythms	Singing	Playing instruments	Improvisation	Composition	Performance
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	End of year expectations
Nursery 16-26	<p><b>Listens to and enjoys rhythmic patterns in rhymes and stories.</b>  <b>Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations.</b>  <b>Move their whole bodies to sounds they enjoy, such as music or a regular beat.</b>  <b>Imitates and improvises actions they have observed, e.g. clapping or waving.</b>  <b>Begins to move to music, listen to or join in rhymes or songs.</b></p>
Nursery 22-36	<p><b>Shows interest in play with sounds, songs and rhymes.</b>  <b>Joins in singing favourite songs.</b>  <b>Creates sounds by banging, shaking, tapping or blowing.</b>  <b>Shows an interest in the way musical instruments sound.</b></p>
Reception 30-50	<p><b>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</b>  <b>Enjoys joining in with dancing and ring games.</b>  <b>Sings a few familiar songs.</b>  <b>Beginning to move rhythmically.</b>  <b>Imitates movement in response to music.</b>  <b>Taps out simple repeated rhythms.</b>  <b>Explores and learns how sounds can be changed.</b>  <b>Creates movement in response to music.</b>  <b>Sings to self and makes up simple songs.</b>  <b>Makes up rhythms.</b></p>
Reception 40-60+	<p><b>Begins to build a repertoire of songs and dances.</b>  <b>Explores the different sounds of instruments</b></p> <p>ELG <b>Children listen attentively in a range of situations.</b> They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p>ELG <b>Children sing songs,</b> make music and dance, and experiment with ways of changing them</p> <p>ELG Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. <b>They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</b></p>



Year 1	<ul style="list-style-type: none"><li>● Learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</li><li>● Find the pulse</li><li>● Copy back short rhythmic phrases based on words, with one and two syllables whilst marching the steady beat.</li><li>● Create rhythms for others to copy.</li><li>● Use your voices to copy back</li><li>● Learn about voices, singing notes of different pitches (high and low).</li><li>● Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm.</li><li>● Learn to start and stop singing when following a leader.</li><li>● Treat instruments carefully and with respect.</li><li>● Play a tuned instrumental part with the song they perform.</li><li>● Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part).</li><li>● Listen to and follow musical instructions from a leader.</li><li>● Listen and clap back, then listen and clap your own answer</li><li>● Use voices and instruments, listen and sing back, then listen and play own answer using one or two notes.</li><li>● To improvise using one or two notes</li><li>● Help to create a simple melody using one, two or three notes.</li><li>● Learn how the notes of the composition can be written down and changed if necessary.</li><li>● Choose a song they have learnt and perform it.</li><li>● Add own ideas to the performance.</li><li>● Record the performance and say how they were feeling about it.</li></ul>
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Year 2	<ul style="list-style-type: none"><li>• To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</li><li>• To learn how songs can tell a story or describe an idea.</li><li>• Find the pulse</li><li>• Copy back short rhythmic phrases based on words, with one and two syllables whilst marching the steady beat.</li><li>• Create rhythms for others to copy.</li><li>• Use your voices to copy back</li><li>• Learn about voices singing notes of different pitches (high and low).</li><li>• Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm).</li><li>• Learn to find a comfortable singing position.</li><li>• Learn to start and stop singing when following a leader.</li><li>• Treat instruments carefully and with respect.</li><li>• 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).</li><li>• Play the part in time with the steady pulse.</li><li>• Listen to and follow musical instructions from a leader.</li><li>• Listen and clap back, then listen and clap your own answer</li><li>• Use voices and instruments, listen and sing back, then listen and play own answer using one or two notes.</li><li>• To improvise using one or two notes</li><li>• Help create three simple melodies using one, three or five different notes.</li><li>• Learn how the notes of the composition can be written down and changed if necessary.</li><li>• Choose a song they have learnt and perform it.</li><li>• Add own ideas to the performance.</li><li>• Record the performance and say how they were feeling about it.</li></ul>
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Year 3

- To confidently identify and move to the pulse.
- To think about what the words of a song mean.
- To take it in turn to discuss how the song makes them feel.
- Listen carefully and respectfully to other people's thoughts about the music.
- Create your own simple rhythm patterns
- Copy back with instruments, without then with notation
- 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 have an awareness of the pulse internally when singing.
- To treat instruments carefully and with respect.
- Play any one, or all of four, differentiated parts on a tuned instrument
- To rehearse and perform their part
- To listen to and follow musical instructions from a leader.
- Listen and copy back using instruments, using two different notes.
- Using your instruments, listen and play your own answer using one or two notes.
- Take it in turns to improvise using one or two notes.
- Help create at least one simple melody using one, three or 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).
- To choose what to perform and create a programme.
- 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 4

- To confidently identify and move to the pulse.
- To talk about the musical dimensions working together in 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.
- Lead the class using their simple rhythms
- Copy back with instruments, without and then with notation
- Copy back with instruments, without then with notation
- 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 re-join the song if lost.
- To listen to the group when singing.
- 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.
- Listen and copy back using instruments, two different notes.
- Using instruments, listen and play answer using two different notes.
- Take it in turns to improvise using three different notes.
- 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).
- To choose what to perform and create a programme.
- Present a musical performance designed to capture the audience.



	<ul style="list-style-type: none"><li>• To communicate the meaning of the words and clearly articulate them.</li><li>• To talk about the best place to be when performing and how to stand or sit.</li><li>• To record the performance and say how they were feeling, what they were pleased with what they would change and why.</li></ul>
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Year 5	<ul style="list-style-type: none"><li>● To identify and move to the pulse with ease.</li><li>● To think about the message of songs.</li><li>● To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</li><li>● Listen carefully and respectfully to other people's thoughts about the music.</li><li>● When you talk try to use musical words.</li><li>● To talk about the musical dimensions working together on songs.</li><li>● Talk about the music and how it makes you feel.</li><li>● Find the pulse</li><li>● Lead the class by inventing rhythms for others to copy back</li><li>● Copy back two-note riffs by ear and with notation</li><li>● Question and answer using two different notes</li><li>● To sing in unison and to sing backing vocals.</li><li>● To enjoy exploring singing solo.</li><li>● To listen to the group when singing.</li><li>● To demonstrate a good singing posture.</li><li>● To follow a leader when singing.</li><li>● To experience rapping and solo singing.</li><li>● To listen to each other and be aware of how you fit into the group.</li><li>● To sing with awareness of being 'in tune'.</li><li>● Play a musical instrument with the correct technique</li><li>● 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.</li><li>● To rehearse and perform their part</li><li>● To listen to and follow musical instructions from a leader.</li><li>● To lead a rehearsal session.</li><li>● Copy back using instruments. Use the two notes.</li><li>● Question and Answer using instruments. Use two notes in your answer. Always start on a G.</li><li>● Improvise using two notes.</li><li>● 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)</li><li>● Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the song.</li><li>● Explain the keynote or home note and the structure of the melody.</li><li>● Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</li><li>● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li><li>● To choose what to perform and create a programme.</li></ul>
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	<ul style="list-style-type: none"><li>• To communicate the meaning of the words and clearly articulate them.</li><li>• To talk about the venue and how to use it to best effect.</li><li>• To record the performance and compare it to a previous performance.</li><li>• To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</li></ul>
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Year 6	<ul style="list-style-type: none"><li>• To identify and move to the pulse with ease.</li><li>• To think about the message of songs.</li><li>• To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</li><li>• Listen carefully and respectfully to other people's thoughts about the music.</li><li>• Use musical words when talking about the songs.</li><li>• To talk about the musical dimensions working together in the Unit songs.</li><li>• Talk about the music and how it makes you feel, using musical language to describe the music.</li><li>• Find the pulse</li><li>• Lead the class by inventing rhythms for them to copy back</li><li>• Copy back three-note riffs by ear and with notation</li><li>• Question and answer using three different notes</li><li>• To sing in unison and to sing backing vocals.</li><li>• To demonstrate a good singing posture.</li><li>• To follow a leader when singing.</li><li>• To experience rapping and solo singing.</li><li>• To listen to each other and be aware of how you fit into the group.</li><li>• To sing with awareness of being 'in tune'.</li><li>• Play a musical instrument with the correct technique within the context of the Unit song.</li><li>• 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.</li><li>• To rehearse and perform their part within the context of the Unit song.</li><li>• To listen to and follow musical instructions from a leader.</li><li>• To lead a rehearsal session.</li><li>• Copy back using instruments. Use the three notes.</li><li>• Question and Answer using instruments. Use three notes in your answer. Always start on a G.</li><li>• Improvise using three notes.</li><li>• Improvise with a feeling for the style of Bossa Nova and</li><li>• Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)</li><li>• Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</li><li>• Explain the keynote or home note and the structure of the melody.</li></ul>
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	<ul style="list-style-type: none"><li>• Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</li><li>• Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li><li>• To choose what to perform and create a programme.</li><li>• To communicate the meaning of the words and clearly articulate them.</li><li>• To talk about the venue and how to use it to best effect.</li><li>• To record the performance and compare it to a previous performance.</li><li>• To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</li></ul>
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G and T progressive objectives (year 1-6) :

Year 1	Others will find the pulse to any other unit songs. Create their own rhythm for others to copy Lead the groups that are rapping and singing Some will play C, D + E.
Year 2	Others will find the pulse to any other unit songs. Recognise all or many of the instruments they can hear. Create simple rhythms themselves. Some will use C, D + E or C, D, E, F + G. Others will understand that songs have a musical style. Freestyle finding the pulse.
Year 3	Does the music create a story in your imagination? What story? Some will identify funky rhythms, tempo changes, dynamics. Using the notes: C, D, E, F + G. The medium part: E, F, G, A, B + C by ear and from notation. Using the notes: C, D, E, G + A (pentatonic scale). Some will complete the Gold if working at greater depth.
Year 4	Does the music create a story in your imagination? What story? Find the pulse whilst listening. Others will identify changes in tempo, dynamics and texture. Some will complete the Gold if working at greater depth. Using the notes: G, A, B, D + E (pentatonic scale). Read the notes C, D, E, F + G
Year 5	Find the pulse whilst listening. Others will identify changes in tempo, dynamics and texture. The easy part G, A + B by ear and from notation. The medium part D, E, F sharp + G by ear and from notation. Using the notes: G, A, B, D + E (pentatonic scale). Improvise in a swing style using the notes: D, E, G, A + B.
Year 6	Gold Challenge: A, G + B and reading notes. The harder part: G, A, B, C, D + E by ear and from notation. and use as part of the performance. Using the notes: A, G + B. Improvise C, D, E, F, G, A, B + C. Improvise in a Blues style C, Bb, G, F + C. Describe the mood and story told



## Assessment

Using the skill objectives above, every half term give each child a 1, 2 or 3 on the excel spreadsheet for each area: Listening, pulse, singing, playing instruments, improvisation, composition and performance.

### Assessment Log



Use shorthand of your choice to record outcomes for each Unit eg working towards (WT), working at (WA) or working beyond (WB) or perhaps -, @ and +

STRANDS OF MUSICAL LEARNING	LISTEN & APPRAISE		MUSICAL ACTIVITIES												PERFORM AND SHARE															
	1		2a		2b		2c		2d		2e		3																	
	LISTEN AND APPRAISE		GAMES		SINGING		PLAYING INSTRUMENTS		IMPROVISATION		COMPOSITION		PERFORM AND SHARE																	
UNITS	Aut1	Aut2	Spr1	Spr2	Ser1	Ser2	Aut1	Aut2	Spr1	Spr2	Ser1	Ser2	Aut1	Aut2	Spr1	Spr2	Ser1	Ser2	Aut1	Aut2	Spr1	Spr2	Ser1	Ser2	Aut1	Aut2	Spr1	Spr2	Ser1	Ser2
PUPIL NAMES																														



Ways to differentiate using Charanga:

Musical notes for each year group:

Year	Term	Unit Title	Key	Differentiated Instrumental Progression					Progression for Improvisation			Progression for Composition				
				Easy note range (concert)	Medium note range (concert)	Melody note range (concert)	Easy note values	Medium note values	Melody note values	Easy	Medium	More difficult	Easy	Medium	More difficult	
1	Autumn 1	Hey You!	C	C	C,G	C,G	Crotchets	Crotchets	Crotchets	Semi-quavers, Quavers and Crotchets	CD	CDE	C,DE,FG	CD	CDE	C,DE,FG
1	Autumn 2	Rhythm In The Way We Walk and Banana Rap	C	Singing and performing only												
1	Spring 1	In The Grove	C	CD	CD	C,G,A,C	Crotchets	Crotchets	Crotchets	Quavers and Crotchets	CD	CDE	C,DE,FG	CD	CDE	C,DE,FG
1	Spring 2	Round And Round	D Minor	C,D,F	D,E,F,G,A	D,E,F,G,A,B	Semibreves	Crotchets and Minims	Crotchets and Minims	Crotchets, Minims and Quavers	DE	D,E,F	D,E,F,G,A	Not applicable	Not applicable	Not applicable
1	Summer 1	Your Imagination	C	G	C,E,G	E,G,A	Semibreves	Crotchets, Minims and Semibreves	Crotchets, Minims and Semibreves	Crotchets, Quavers, Minims and Semibreves	CD using instruments and/or clap and sing	CD	CDE	CD	CDE	C,DE,G,A
1	Summer 2	Reflect, Rewind And Replay	Consolidation and Revision													
2	Autumn 1	Hands, Feet, Heart	C	G,A,C	G,A,B,C	F,G,A,B,C	Crotchets	Minims	Quavers and Crotchets	CD	C,DE	C,DE,FG	CD	C,DE	C,DE,FG	
2	Autumn 2	Ho Ho Ho	G	C,E,G	B,A,G	N/A	Crotchets and rests	Crotchets and rests	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable
2	Spring 1	I Wanna Play In A Band	F	C,D	C,F,G	C,D,F	Minims	Minims	Quavers and Crotchets	FG	F,G,A	F,G,A,C,D	FG	F,G,A	F,G,A,C,D	
2	Spring 2	Zooline	C	C,D	CD	CD	Crotchets	Crotchets	Quavers and Crotchets	CD	C,DE	C,DE,FG	CD	C,DE	C,DE,FG	
2	Summer 1	Friendship Song	C	GE	EG,A,B	C,D,E,F,G,A,B	Crotchet, Dotted Minim and Beats	Crotchets and Rests	Quavers, Minims	C	CD	CD	CD	CD	C,DE	C,DE,G,A
2	Summer 2	Reflect, Rewind And Replay	Consolidation and Revision													

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Year	Term	Unit Title	Key	Differentiated Instrumental Progression							Progression for Improvisation			Progression for Composition				
				Easy note range (concert)	Medium note range (concert)	Melody note range (concert)	Easy note values	Medium note values	Melody note values	Easy	Medium	More difficult	Easy	Medium	More difficult			
3	Autumn 1	Let Your Spirit Fly	C	C,F,C	E,F,G,A,B,C	N/A	Semibreves and rests	Minims and rests	Not applicable		Not applicable							
3	Autumn 2	Glockenspiel 1	Multiple songs	C,D,E,F	C,D,E,F	C,D,E,F	Crotchets and Minims and rests	N/A	N/A	C,D	C,D	N/A	C,D,E,F	C,D,E,F	N/A			
3	Spring 1	Three Little Birds	G	G	B,C	G,A,B,C,D,E,F	Crotchets and rests	Crotchets and rests	Quavers, Crotchets, Minims and rests	G,A	G,A,B	G,A,B,D,E	G,A	G,A,B	G,A,B,D,E			
3	Spring 2	The Dragon Song	G	G	G,A,B	B,C,D,E,F,G	Crotchets and Minims	Crotchets and Minims	N/A	C	C,D	C,D,E	G,A	G,A,B	D,E,G,A,B			
3	Summer 1	Bringing Us Together	C	C	G,A,C	G,A,C	Minims and Minim rests	Minims, Crotchet rests and Quavers	Crotchets and rests, Quavers, Dotted Quavers	C	C sometimes A	C and A	C,A	C,A,G	C,D,E,G,A			
3	Summer 2	Reflect, Rewind And Replay								Consolidation and Revision			Consolidation and Revision					
4	Autumn 1	Mamma Mia	G	G	G,A	G,A,B,C	Crotchets	Crotchets	Quavers, Crotchets	G,A	G,A,B	G,A,B,D,E	G,A	G,A,B	G,A,B,D,E			
4	Autumn 2	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, Crotchets, Minims, Semibreves and rests	N/A	N/A	N/A	C,D,E	C,D,E	C,D,E			
4	Spring 1	Stop!								Singing, rapping and lyric composition			Singing, rapping and lyric composition					
4	Spring 2	Lean On Me	C	C,F	E,F,G	G,A,B,C,D	Crotchets	Minims	Quavers, Crotchets, Dotted Crotchets and Minims	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G			
4	Summer 1	Blackbird	C	D,C	C,D,E	C,D,E,F,G	Dotted Minims, Minims, Semibreves	Crotchets, Semibreves, Minims	N/A	C	C,D	C,D,E	C,D	C,D,E	C,D,E,G,A			
4	Summer 2	Reflect, Rewind And Replay								Consolidation and Revision			Consolidation and Revision					



Units of Work			Differentiated Instrumental Progression							Progression for Improvisation			Progression for Composition		
Year	Term	Unit Title	Key	Easy note range (concert)	Medium note range (concert)	Melody note range (concert)	Easy note values	Medium note values	Melody note values	Easy	Medium	More difficult	Easy	Medium	More difficult
5	Autumn 1	Livin' On A Prayer	G	G.A.B	D.E.F.#G	D.E.F.#G.A.B. C	Minims	Crotchets and Minims	Quavers, Crotchets, Dotted Crotchets and Quavers	GA	G.A.B	G.A.B.D.E	DE or GA	G.A.B or D.E. F#	G.A.B or D.E. F#.G.A
5	Autumn 2	Classroom Jazz 1	G	G.A.B	D.E.G.A.B	D.E.F.G.A.B	Crotchets and rests	Crotchets and rests	Crotchets and rests	GA	G.A.B	G.A.B	Not applicable	Not applicable	Not applicable
5	Spring 1	Make You Feel My Love	C	C.D	G.A.B.C	B.C.D.E.F.G	Minims	Crotchets, Minims and Semibreves	Quavers and Crotchets	GA	G.A.B	G.A.B.C.D	GA,	G.A.B	G.A.B.C.D
5	Spring 2	The Fresh Prince Of Bel-Air	A Minor	D.A	A.G	C.D.E.F.G.A	Minims	Quavers, Crotchets	Quavers, Minims and Semibreves	DE	DE.F	DE.F.G.A	DE	DE.F	DE.F.G.A
5	Summer 1	Dancing In The Street	F Major	F	F.G	D.F.G.A	Semibreves	Quavers, Crotchets and rests	Quavers, Crotchets and rests	F	F.G	F.G.A	F.G	F.G.A	F.G.A.C.D
5	Summer 2	Reflect, Rewind And Replay	Consolidation and Revision							Consolidation and Revision			Consolidation and Revision		
6	Autumn 1	Happy	C Major	GA	B.A.G	E.D.C.B.A.G.E	Minims and rests	Semibreves, Minims and rests	Dotted Crotchets, Minims, Semibreves and rests	A	A.G	A.G.B	A.G	A.G.B	C.E.G.A.B
6	Autumn 2	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	Crotchets and Quavers	Crotchets and Quavers	C.D.E	C.D.E.F.G	C.D.E.F.G.A.B. C	Not applicable	Not applicable	Not applicable
6	Spring 1	Benjamin Britten - New Year Carol	G	G.F	F.A.F	N/A	Minims and rests	Crotchets and Minims	Quavers, Minims and Semibreves	DE	DE.F	DE.F.G.A	DE,	DE.F	DE.F.G.A
6	Spring 2	Music And Identity	Coming soon...												
6	Summer 1	You've Got A Friend	C	G.A.B	C.D.E	C.D.E.F.G.A.B	Minims and rests	Crotchets, Quavers, Minims, dotted notes and rests	Quavers, Dotted Quavers, Crotchets, Minims, Dotted Minims	E	E.G	E.G.A	A.G	A.G.E	E.G.A.C.D
6	Summer 2	Reflect, Rewind And Replay	Consolidation and Revision							Consolidation and Revision			Consolidation and Revision		