

Music Progression Grid – Reception

Based on Charanga Scheme A

Autumn 1 Me!	Autumn 2 My Stories	Spring 1 Everyone	Spring 2 – Our world	Summer 1 – Big Bear Funk	Summer 2 Reflect, rewind, replay
<p>Listen carefully to songs, paying attention to how they sound. Learn rhymes, poems and songs Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups.</p>					
End of topic expectations	End of topic expectations	End of topic expectations	End of topic expectations	End of topic expectations	End of topic expectations
Knowledge, skills and vocab	Knowledge, skills and vocab	Knowledge, skills and vocab	Knowledge, skills and vocab	Knowledge, skills and vocab	Knowledge, skills and vocab
<p>Learn the song 'pat-a-cake'</p> <p>Find the pulse through marching</p> <p>Find the pulse through jumping</p> <p>Clap back the rhythm of their name</p> <p>Copy sounds to distinguish high-pitch from low pitch</p>	<p>Learn the song 'I'm a little teapot'</p> <p>Find the pulse through moving like the teapot!</p> <p>Perform the song</p> <p>Play a high pitched note</p> <p>Play a low pitched note</p>	<p>Learn the song 'wind the bobbin up'</p> <p>Copy a rhythm from the song</p> <p>Play a 1 note pattern in time with the pulse</p> <p>Add actions to a song</p> <p>Perform the song</p>	<p>Learn to sing the song 'old macdonald'</p> <p>Discuss high and low pitched notes</p> <p>Play a 1 note pattern in time with the pulse</p> <p>Add actions to a song</p> <p>Find the pulse by moving as a farm animal</p>	<p>To learn the song 'Big Bear Funk'</p> <p>To talk about what funk is</p> <p>To copy a rhythm</p> <p>To find the pulse through acting as a funky bear!</p> <p>To add actions to a song</p>	<p>To consolidate all knowledge and skills from the year – See Charanga 'reflect, rewind, replay'</p> <p>To review the pieces and knowledge and skills from the year</p> <p>To compose pieces</p> <p>To improvise with music</p> <p>To perform pieces</p>
<p>The vocabulary Pulse and Rhythm appear continuously as these form the basis of music learning.</p>					
Minimum learning is highlighted		Minimum vocabulary is in bold			