**Listening**

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| **Knowledge** | **Skills** |
| * To know songs off by heart.
 | To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. |
| * To know what the songs are about.
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| * To know and recognise the sound and names of some of the instruments they use.
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Musicianship – Pulse/ Beat, Rhythm, Pitch

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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, favourite food, colours and animals.
* To know that you can create different rhythms by changing the length of notes.
* To know that you can have high and low pitched sounds.

  | Musical Elements covered in Charanga games in units.Pulse/Beat* Walk, move or clap a steady ***beat*** with others, changing the speed of the beat as the ***tempo*** of the music changes.
* Use ***body percussion*** and ***classroom percussion*** , playing repeated rhythm patterns and short, pitched patterns on ***tuned instruments*** to maintain a steady beat.
* Respond to the ***pulse*** in recorded/live music through movement and dance, e.g.
	+ Stepping (e.g. *Mattachins* from *Capriol Suite* by Warlock),
	+ Jumping (e.g. *Trepak* from *The Nutcracker* by Tchaikovsky)
	+ Walking on tiptoes (e.g. *Scherzo* from *The Firebird Suite* by Stravinsky).

 **Rhythm*** Perform short copycat rhythm patterns accurately, led by the teacher.
* Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat.
* Perform word-pattern chants (e.g. ca-ter-pil-lar crawl, fish and chips); create, retain and perform their own rhythm patterns.

Fish and chipsCa-ter- pil- lar crawlPitch* To compare low and high sounds.
* Sing familiar songs in both low and high voices and talk about the difference in sound.
* Explore percussion sounds to enhance storytelling,
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Singing

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| **Knowledge** | **Skills** |
| * To confidently sing or rap five songs from memory and sing them in unison
* To know that you can use your voice to sing different pitches.
* To know that you can make different types of sounds with your voices- you can rap or say words in rhythm.
 | * Sing simple songs, ***chants*** and rhymes (e.g. *Boom Chicka Boom*) from memory, singing collectively and at the same ***pitch***, responding to simple visual directions (e.g. stop, start, loud, quiet) and counting in.
* Sing simple songs with a very small range, **mi-so** (e.g. *Hello, How are You*), and then slightly wider (e.g. *Bounce High, Bounce Low*). Include ***pentatonic songs*** (e.g. *Dr Knickerbocker*).
* Sing a wide range of ***call and response*** songs (e.g. *Pretty Trees Around the World* from *Rhythms of Childhood*), to control vocal pitch and to match the pitch they hear with accuracy.
* Learn to start and stop singing when following a leader.
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Playing

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| **Knowledge** | **Skills** |
| * Learn the names of the notes in their instrumental part from memory or when written down.
* Learn the names of the instruments they are playing.
 | * Treat instruments carefully and with respect.
* Play a tuned instrumental part with the song they perform.
* 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).
* Listen to and follow musical instructions from a leader.
* an image of 4 equally sized and spaced spots representing 4 taps on the drum Follow pictures and symbols to guide singing and playing, e.g. 4 dots = 4 taps on the drum.
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Improvisation

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| **Knowledge** | **Skills** |
| * Improvisation is about making up your own tunes on the spot.
* When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.
* Everyone can improvise!
 | * Use the improvisation tracks on Charanga. Improvise using the three challenges.
* Improvise simple vocal chants, using ***question and answer*** phrases
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Composition

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| **Knowledge** | **Skills** |
| * Composing is like writing a story with music.
* Everyone can compose.
* To understand the difference between creating a **rhythm** pattern and a **pitch** pattern.
* To recognize how graphic notation can represent created sounds.
 | * Help to create a simple melody using one, two or three notes.
* Learn how the notes of the composition can be written down and changed if necessary.
* Create musical sound effects and short ***sequences*** of sounds in response to stimuli, e.g. a rainstorm or a train journey. Combine to make a story, choosing and playing classroom instruments (e.g. rainmaker) or sound-makers (e.g. rustling leaves).
* Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns.
* Use music technology, if available, to capture, change and combine sounds.
* Explore and invent own symbols for sounds.
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Performance

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| **Knowledge** | **Skills** |
| A performance is sharing music with other people, called an audience. | * Choose a song they have learnt and perform it.
* They can add their ideas to the performance.
* Record the performance and say how they were feeling about it.
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