**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. |  |
| * 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 chips  Ca-ter- pil- lar crawl Pitch  * 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, |

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. |

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. |

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 |

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. |

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. |