Listening

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| **Knowledge** | **Skills** |
| * To know songs off by heart. * To know some songs have a chorus or a response/answer part. * To know that songs have a musical style. | * To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. * To learn how songs can tell a story or describe an idea. |

Musicianship- Pulse/Beat, Rhythm, Pitch

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| **Knowledge** | **Skills** |
| * To know that music has a steady pulse, like a heartbeat. * To understand that the speed of the beat can change, creating a faster or slower pace (tempo). * To know that we can create rhythms from words, our names, favourite food, colours and animals. * Rhythms are different from the steady pulse. * We add high and low sounds, pitch, when we sing and play our instruments. * To recognise dot notation and match it to 3-note tunes played on ***tuned percussion***, for example. | **Musical Elements covered in Charanga games in units.** Pulse/Beat  * Mark the beat of a listening piece by tapping or clapping and recognizing tempo as well as changes in tempo. * Walk in time to the beat of a piece of music or song. * Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats.  Rhythm  * Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion*.* * Create rhythms using word phrases as a starting point (e.g. Hel-lo Si-mon or Can you come and play?). * Read and respond to chanted rhythm patterns, and represent them with stick notation including ***crotchets***, ***quavers*** and ***crotchets rests***. * Create and perform their own chanted rhythm patterns with the same stick notation.  Pitch  * Play a range of singing games based on the ***cuckoo interval*** (*so-mi,* e.g. *Little Sally Saucer)* matching voices accurately, supported by a leader playing the melody. The melody could be played on a piano, acoustic instrument or backing track. * Sing short phrases independently within a singing game or short song. * Respond independently to pitch changes heard in short ***melodic phrases***, indicating with actions (e.g. stand up/sit down, hands high/hands low). |

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| **Knowledge** | **Skills** |
| * To confidently know and sing songs from memory. * To know that unison is everyone singing at the same time. * To know they can make different types of sounds with their voices- you can rap (spoken word with rhythm). * To know that voices can sing notes at different pitches (high and low) . * Songs include other ways of using the voice e.g. rapping (spoken word). * To know why we need to warm up our voices. * To know how to find a comfortable singing position. | * Sing songs regularly with a ***pitch*** range of ***do-so*** with increasing vocal control. * Sing songs with a small pitch range (e.g. *Rain, Rain Go Away*), pitching accurately. * Know the meaning of ***dynamics*** (loud/quiet) and ***tempo*** (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g. ***crescendo, decrescendo***, ***pause***) |

**Singing**

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| **Knowledge** | **Skills** |
| * Learn the names of the notes in their instrumental part from memory or when written down. * Know the names of untuned percussion instruments played in class. | * Treat instruments carefully and with respect. * Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts included in a Charanga unit. (a one-note, simple or medium part). * Play the part in time with the steady pulse. * Listen to and follow musical instructions from a leader. |

**Playing**

Improvisation

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| **Knowledge** | **Skills** |
| * Improvisation is 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, and you can use one or two notes. | Children can use the improvisation tracks on Charanga. Improvise using the three challenges included in Charanga units. (See below)   1. **Clap and Improvise** – Listen and clap back, then listen and clap your own answer (rhythms of words). 2. **Sing, Play and Improvise** – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. 3. **Improvise!** – Take it in turns to improvise using one or two notes. |

Composition

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| **Knowledge** | **Skills** |
| * To understand that composing is like writing a story with music. * To know that everyone can compose. * To learn how the notes of a composition can be written down and changed if necessary. | * Help create three simple melodies using the Charanga units using one, three or five different notes. * Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch). * Work with a partner to ***improvise*** simple ***question and answer*** phrases, to be sung and played on ***untuned percussion***, creating a musical conversation. * Use ***graphic symbols***, ***dot notation*** and ***stick notation***, as appropriate, to keep a record of composed pieces. * Use music technology, if available, to capture, change and combine sounds. |

Performance

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| **Knowledge** | **Skills** |
| * A performance is sharing music with an audience. * A performance can be a special occasion and involve a class, a year group or a whole school. * An audience can include your parents and friends. | * Choose a song they have learnt from Charanga and perform it. * They can add their ideas to the performance. * Record the performance and say how they were feeling about it. |