**Listening**

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| **Knowledge** | **Skills** |
| * To know songs from memory and who sang them or wrote them.
* To know the style of the songs.
* To choose a song and be able to talk about:
	+ The lyrics: what the song is about
	+ Musical dimensions in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch)
	+ Identify the main sections of the song (introduction, verse, chorus etc.)
	+ Name some of the instruments in the song
 | * To confidently identify and move to the pulse.
* To think about what the words of a song mean.
* To discuss how the song makes them feel.
* Listen carefully and respectfully to other people’s thoughts about the music.
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**Musicianship- Rhythm, Pitch, Structure and Form, Texture, Dynamics**

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| **Knowledge** | **Skills** |
| **Rhythm*** To understand the terms ‘**downbeats, fast (allegro), slow (adagio), pulse, beat**
* Know how to find and demonstrate the pulse.
* Know the difference between pulse and rhythm.
* Know how pulse, rhythm and pitch work together to create a song.
* Know that every piece of music has a pulse/steady beat.

**Pitch*** To understand the terms ‘**high, low, rising, falling’**.
* To work with music in the pitch range do-so.

**Structure and Form*** To understand the terms ‘**call and response, question phrase, answer phrase , echo and ostinato.**
* Know the difference between a musical question and an answer.

**Texture and Dynamics*** To understand the terms ‘**unison, layered and solo’** and to identify them within a piece of music.
* To become familiar with the terms ‘ **loud (forte) and quiet (piano**)and to identify dynamics in music.
 | To use the warm up Games tracks provided in Charanga units to complete the Bronze, Silver and Gold Challenges. (see below)1. **Find the Pulse**
2. **Rhythm Copy Back:**
	1. **Bronze:** Clap and say back rhythms
	2. **Silver:** Create your own simple rhythm patterns
	3. **Gold:** Perhaps lead the class using their simple rhythms
3. **Pitch Copy Back Using 2 Notes**
	1. **Bronze:** Copy back – ‘Listen and sing back’ (no notation)
	2. **Silver:** Copy back with instruments, without then with notation
	3. **Gold:** Copy back with instruments, without and then with notation
4. **Pitch Copy Back and Vocal Warm-ups**
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Singing

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| **Knowledge** | **Skills** |
| * To know that a singing group can be called a choir
* To know that a leader or conductor is person who the choir or group follow
* To know that songs can make you feel different things e.g. happy, energetic or sad
* To know that singing as part of an ensemble or large group can be joyful.
* To know that you must listen to each other as you sing as part of a choir.
* To know why you must warm up your voice

  | * To sing a widening range of ***unison*** songs of varying styles and structures with a ***pitch*** range of ***do–so*** (e.g. Extreme Weather), tunefully and with expression.
* To perform ***forte***  and ***piano***, loud and soft.
* To sing in simple two-parts.
* To demonstrate a good singing posture.
* To have an awareness of the pulse internally when singing.
* Perform actions confidently and in time to a range of action songs.
* Walk, move or clap a steady ***beat*** with others, changing the speed of the beat as the ***tempo*** of the music changes.
* To have the opportunity to explore singing solo.
* To follow a leader when singing.
* Perform as a choir in school assemblies.
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**Playing Instruments**

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| **Knowledge** | **Skills** |
| To know and be able to talk about:* The instruments used in class (a glockenspiel, a recorder)

**Reading Notation** * To know that music can be written on the ***stave****.*
* To identifylines and spaces, and ***clef*** on the stave.
* Use ***dot notation*** to show higher or lower pitch.
* To be Introduced to and understand the differences between ***crotchets*** and ***paired quavers***.
* To read dot notation on the stave in the range of a **third (do-me).**
 | * To treat instruments carefully and with respect.
* Within a Charanga unit, play any one, or all of 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 a Charanga unit song.
* To listen to and follow musical instructions from a leader.
* Apply word chants to rhythms, understanding how to link each syllable to one musical note
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Improvisation

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| **Knowledge** | **Skills** |
| * To know that Improvisation is making up your own tunes on the spot
* To know that when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them
* To know that using one or two notes confidently is better than using five
* To know that if you improvise using the notes you are given, you cannot make a mistake
 | Children can use the improvisation tracks on Charanga. Improvise using the three challenges included in Charanga units.* Become more skilled in ***improvising*** (using voices, ***tuned*** and ***untuned percussion*** and instruments played in whole-class/group/individual/instrumental teaching), inventing short ‘on-the-spot’ responses using a limited note-range.
* Structure musical ideas (e.g. using ***echo*** or ***question and answer phrases***) to create music that has a beginning, middle and end.
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 Composition

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| **Knowledge** | **Skills** |
| :* To know composition is music that is created by you and kept in some way. It’s like writing a story. It can be played or performed again to your friends.
* To know you can record your composition in different ways (letter names, symbols, audio etc.)
 | Plan and create a section of music that can be performed within the context of a Charanga unit song.* Combine known rhythmic notation with letter names to create rising and falling phrases using one, three **do, re and mi** or five notes (do-so).
* Compose song accompaniments on untuned percussion using known rhythms and notes values.
* To 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).

***Children can use the differentiated composing activities on Charanga to support learning.***  |

Performance

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| **Knowledge** | **Skills** |
| * To know performing is sharing music with other people, an audience.
* A performance can be a special occasion and involve an audience including of people you don’t know
* You need to know and have planned everything that will be performed
* You must sing, rap and play clearly and confidently.
* A performance involves communicating feelings, thoughts and ideas about the song/music
 | * Develop facility in playing tuned percussion or a melodic instrument.
* Play and perform melodies following ***staff notation*** using a small range (e.g. ***Middle C***–E/do–mi) as a whole class or in small groups (e.g. ***trios*** and ***quartets***).**.**
* To choose what to perform.
* To communicate the meaning of the words and clearly articulate them when singing.
* To talk about the best place to be when performing and how to stand or sit.
* To record the performance to evaluate it and think about how they were feeling.
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